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PUBLISHED ANNUALLY BY
The St. Francis Xavier College
for Women

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COLLEGE ANNOUNCEMENT
ANNUAL ALUMNAE BULLETIN

Series I VOL. VII. No. 4

Bulletin

of

The Saint Francis Xavier College

Conducted by

The Sisters of Mercy

Directed by His Grace

The Most Reverend Archbishop of Chicago

Academic Catalog

1919-1920

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JUN 9 - 1937

Xavier Park, Chicago, Illinois

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CALENDAR

1919

Entrance Examinations, Friday, September Fifth.

Registration of Students, Monday, September Eighth.

Mass of the Holy Ghost, Friday, September Twelfth.

Alumnæ Day, Saturday, October Twenty-Fifth.

Thanksgiving Day, Thursday, November Twenty-seventh.

Christmas Holidays, Friday, December Nineteenth (12 m.).

1920

Christmas Vacation closes at 6 p. m., Sunday, January Fourth.

Annual Retreat, Monday, March Twenty-ninth.

Easter Holidays begin Thursday, April First.

Easter Holidays close Monday, April Fifth (6 p. m.).

Closing Exercises (Juniors), Tuesday, June Fifteenth.

Commencement (Seniors), Thursday, June Seventeenth.

HISTORICAL STATEMENT

For seventy-three years the Sisters of Mercy have been engaged in the work of education in Chicago. The Saint Francis Xavier Academy was opened in 1846; by its charter granted February 27, 1847, the academy enjoys all the rights and privileges of the first institutions of the country. The Academy is affiliated with the University of Illinois (Urbana), and with the DePaul University (Chicago). On March 25, 1912, the Saint Francis Xavier College was empowered to grant degrees. The Saint Francis Xavier College is affiliated with the Catholic University of America (Washington, D. C.).

SCOPE OF WORK

The Saint Francis Xavier College is a school for girls and young women, under the auspices of the Catholic Church. The instruction offered may be grouped in four main divisions: The Primary Department; the Intermediate School; the Academy; the College. There are in addition to these the special departments of art, music and commercial work.

The Intermediate School offers the work covered by the fifth, sixth, seventh and eighth grades of the Chicago Public Schools.

The diploma granted by the Academy represents four years of secondary school work. The Chicago University admits graduates of the Academy without examination on recommendation of the principal. Only those students who have an average standing of at least 83 per cent in the four years' College Preparatory Course shall be recommended.

The college offers courses leading to the degrees A. B. and Ph.B. in letters. The degree B.Mus. is given on completion of the college course in music. Collegiate courses, when certified by the Dean, are accepted hour for hour by Loyola, De Paul and Chicago Universities. The Music and Art Departments are accredited by the Chicago Normal College. For a detailed description of the college courses see the separate announcements.

LOCATION

The Academy is situated on the south side of Chicago; the building is of brick with stone trimmings, arranged in three wings. The class rooms, laboratories, music rooms, sleeping apartments, dining hall and recreation rooms are arranged with a view to physical comfort and convenience.

The spacious five-acre lawn, Xavier Park, affords facilities for outdoor sports and exercises. It extends from Cottage Grove Avenue on the east to Langley Avenue on the west. Forty-ninth Street is the northern boundary and Fiftieth Street the Southern.

The property at the southwest corner of Forty-ninth and Langley Avenue, improved by a six apartment building, has been added to the holdings of the institution. This extension, known as the Rosslyn Annex, houses the Domestic Science Department and the Science Laboratories of the College.

Plans are being made for the erection of a College Hall. When completed this building will contain the library, lecture rooms and a well equipped gymnasium.

RELIGIOUS TRAINING

As religious instruction is the chief factor in Christian education, Catholic children are carefully trained in the truths of their holy faith and in their religious duties. Non-Catholic girls are admitted as pupils, and no undue influence is exercised over their religious convictions; but for the sake of order all are required to conform to the external discipline of the institution.

GENERAL DIRECTIONS

The scholastic year is divided into two sessions of five months each: the first commencing on the Tuesday after the first Monday in September; the second on the first of February. A vacation of about two weeks is given at Christmas, during which time the pupils are permitted to visit their parents. If residents of the city, they may go home once a month, generally on the Friday preceding the first Sunday of the month.

Wednesdays and Sundays are visiting days. The hours on Wednesdays for visitors are from 3 to 4:30 p. m; on Sundays from 2 to 4:30 p. m. No young lady is accessible to callers during study or recitation hours except in extraordinary cases.

The correspondence of young ladies is, at all times, subject to the supervision of the Directress.

Pupils are required to write home every week.

Pupils may enter at any time of the year. No deduction is made for absence, except in case of protracted illness. In such cases a deduction will be made for board and extra lessons, but full tuition fee must be paid unless the absence of the student interferes with her promotion.

When a pupil is unavoidably absent from even one class session a written explanation from parent or guardian is required.

Damage to property or breakage in any department will be charged to the pupil's account.

The Institution will not be responsible for the loss of money, jewelry or other valuables belonging to the students; and pocket money must be deposited with the class teacher.

WARDROBE

Parents and guardians are expected to co-operate with the institution in enforcing uniformity relative to prescribed apparel as to color, shade and make.

Boarders and day pupils wear uniforms of winter blue serge, with black braid trimmings. This uniform is required and must be LONG SLEEVED and HIGH NECKED. NO OTHER DRESS WILL BE ALLOWED. When hair ribbons are worn they must be black.

Boarders will need TWO winter blue dresses; one for Sunday. White hair ribbons are worn on Sunday.

Collars may be worn, but they may not be more than three inches deep.

To prevent misunderstandings and preserve harmonious discipline, we enclose a descriptive circular which answers all questions that may arise regarding required uniforms.

Two veils are required for the chapel, a black net and a wash blonde. All boarders must bring a good supply of plain, neat clothing, suitable for each season. A bath robe, toilet articles, six towels, four table napkins, knife, fork and spoons, napkin ring, rug, spread, one blanket, materials for sewing, a small lock box, writing materials and postage stamps, a calico apron, reaching from the neck to the end of the skirt, and a sweater and cap.

Boarders are required to keep their wardrobe in a neat, orderly condition, and for this purpose there is a special time devoted to plain sewing, mending and darning.

Cash's woven numbers are used for marking all clothing, and these may be procured at the academy at the usual price.

Boarders are requested to bring one white dress suitable for parties and entertainments.

TERMS

RESIDENT STUDENTS

Payable half-yearly, in advance

Academy—Commercial and Preparatory Departments—

Board, tuition, laundry, modern languages	per year	$400.00
Private rooms	per year $50.00 to	100.00

DAY STUDENTS

Payable quarterly, in advance

Academy—

Tuition, modern languages, physical culture, elocution	per quarter	$20.00

Commercial Course—

Tuition	per quarter	20.00

Preparatory Courses—

Tuition—Seventh and eighth year	per quarter	15.00
First to sixth year, inclusive	per quarter	10.00

EXTRAS

Studio, oil, water color, drawing	per year	$60.00
Harp, violin, organ	per year	80.00
Use of instrument	per year	20.00
Piano, guitar, mandolin	per year	60.00
Ukulele	per year	40.00
Vocal	per year	60.00
Harmony	per year	60.00
Embroidery, plain sewing, fancy needle work	per year	20.00
Elocution (private)	per year	30.00
Elocution (class) preparatory department	per year	6.00
Gymnastic dancing, ballroom dancing, each	per year	12.00
Domestic science (cooking course)	per year	20.00
Library fee	per year	1.00
Laboratory fee	per year	8.00
Luncheon	per quarter	20.00
Piano for students not taking the regular Academic courses	per year	80.00

COURSES OF INSTRUCTION

PREPARATORY SCHOOL

The Preparatory School includes the Primary and Intermediate Departments.

ENTRANCE

Candidates for entrance are examined and placed in the clasess for which they are qualified; they are required to bring reports from the school which they last attended.

A study once begun cannot be discontinued without the permission of the Mistress of Studies, whom parents are requested to consult on any change of studies that may be necessary.

EXAMINATIONS AND REPORTS

Examinations are held bi-monthly, the results of which are averaged with the daily recitation credits. Reports giving information regarding deportment, scholarship and progress are forwarded to parents or guardians. To encourage students to prepare their daily recitations, and to avoid cramming for examinations, those who reach an average of 90 per cent are not required to take the bi-monthly tests.

PRIMARY DEPARTMENT

First Year

Oral Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Nature Study.

Second Year

Oral Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Nature Study.

Third Year

Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Local Geography.

Fourth Year

Catechism, Bible Stories, Arithmetic, Spelling, Reading, Language, Writing, Local Geography.

Optional Studies

French

Chapuzet and Daniel, Mes Premiers Pas en Francais, Conversation, dictations and memorizing of easy recitations.

German

Easy reading, conversation and dictation.

INTERMEDIATE DEPARTMENT

First Year

Catechism, Arithmetic, Spelling, Reading, Penmanship, Geography, Nature Study, Grammar.

Second Year

Advanced Catechism, Bible Stories, Arithmetic, Literature, Reading, Grammar, Composition, Geography, Nature Study, United States History.

Third Year

Advanced Catechism, Bible Stories, Arithmetic, Etymology, Reading, Grammar, Composition, Penmanship, Geography, United States History, Nature Study, Domestic Science.

Fourth Year

Advanced Catechism, Bible Stories, Arithmetic, Etymology, Reading, Grammar, Composition, Penmanship, United States History, American Literature, Domestic Science.

Optional Studies

French

Mansion's First Year French, Easy readings, conversation, Dictation and memorizing easy recitations.

German

Spanhoofd: Elementarbuch.
Seeligmann's Altes und Neues.
Gronow's Jung Deutschland.
Conversation and dictation.
Simple stories retold.

N. B.—Exercises in singing, drawing, letter writing and sewing are given in all classes of the preparatory department.

COMMERCIAL DEPARTMENT

The Commercial Course is conducted on a plan similar to that pursued in the best business colleges. Two years are required to complete this course, which may be taken by any pupil who is qualified for admission to the Academic Course.

First Year	Second Year
Christian Doctrine, English, Rapid Calculation, Bookkeeping (Elementary), Spelling, Composition and Business Correspondence, Business Practice, Shorthand—Munson Typewriting—Touch System, Penmanship.	Christian Doctrine, English, Bookkeeping (Advanced), Spelling, Composition and Business Correspondence, Commercial Law, Shorthand—Speed Drills—Reporting, Typewriting, Penmanship.

A gold medal is awarded to the student attaining the highest average in the Commercial Department.

THE ACADEMIC DEPARTMENT

There are three courses of study offered to the student in this department—the Classical, the Literary and the Special. These courses include subjects that belong to a secondary school curriculum and embrace a period of four years.

REQUIREMENTS FOR ADMISSION

Applicants are admitted as academy students upon presentation of certificates of graduation from parochial or public schools or by examination in studies of a grammar school course. Applicants for advanced standing are assigned to classes upon the basis of work done in the schools from which they bring certificates.

ASSIGNMENT OF STUDIES

On entering the Academy such studies are assigned a student as seem to be best suited to her individual aims and needs, as far as these can be determined from personal consultation and from an examination of the records of work done elsewhere.

REPORTS

Examinations are held bi-monthly and reports showing the standing of students are sent to parents or guardians. Students who reach an average of ninety per cent are not required to take bi-monthly tests.

REQUIREMENTS FOR GRADUATION

Seventeen credits and two years' attendance at the Academy are required for graduation in any academic course. A credit is the equivalent of five recitations (45-minute periods) a week for one year in one branch of study. A student who falls below 75 per cent in her yearly work in a study fails to make a credit in that particular branch and will be obliged to repeat the work the following year. All accounts with the Academy must be settled before a diploma is granted. The subjects offered and their equivalents in credits are:

		Credits
1.	Religion	2
2.	English	4
3.	History	
	(a) Ancient History to 800 A. D.	1
	(b) English History	1
	(c) American History and Civics	1
	(d) Medieval and Modern History	1
4.	Latin	
	(a) Grammar; Elementary Composition; Caesar	2
	(b) Composition; Sight Reading; Cicero; Virgil	2
5.	Mathematics	
	(a) Algebra	1
	(b) Plane Geometry	1
	(c) Advanced Algebra	½
6.	Science	
	(a) Physiology	½
	(b) Botany	1
	(c) Chemistry	1
	(d) Physics	1
7.	French. Elementary	2
	Intermediate	1
	Advanced	1
8.	German. Elementary	2
	Intermediate	1
	Advanced	1
9.	Spanish. Elementary	2
	Intermediate	1
10.	Italian. Elementary	2
12.	Freehand Drawing	1
13.	Music	
	(a) Instrumental	1
	(b) Vocal	1
	(c) Harmony	1
14.	Expression	1
15.	Stenography	½
16.	Typewriting	½

THE ACADEMY DIPLOMAS

To obtain the regular academic diploma the student must complete the Classical Course.

THE CLASSICAL COURSE

(College Preparatory)

	Credits
Latin	4
History	2 or 3
English	4
Algebra	1
Plane Geometry	1
Science	3 or 2
Physiology	½
*Electives	1½
	17

THE LITERARY COURSE

	Credits
English	4
One Foreign Language	4
Algebra or Geometry	1
History	2
Physiology	½
Electives	5½
	17

THE SPECIAL COURSE

	Credits
English	3
History	2
One Foreign Language	2
Physiology	½
**Electives	9½
	17

*Advanced Algebra is advised.

**Six of these credits must be obtained in the special departments of Art, Music, Vocal Expression or Foreign Language.

ACADEMIC COURSES OF INSTRUCTION

RELIGION—For Catholics Only

I. First half of Kinkead's Explanation of the Baltimore Catechism; Study of the Gospel of St. Matthew.

I. Second half of Kinkead's Explanation of the Baltimore Catechism; study of the Gospel of St. Mark.

III. History of the Church to the Eleventh Century; study of the Gospel of St. Luke.

IV. History of the Church from the Eleventh Century to the present time; study of the Gospel of St. John.

LATIN

I. Collar and Daniell's First year Book—Frequent drills are given in forms, correct pronunciation, comparisons with English; a study of vocabulary, idioms and syntax is required with oral and written prose exercises.

II. Miller and Beeson's Second Year Latin, D'Ooge's Latin Composition—This course includes translation of fables and short stories; Books II, III and IV of Caesar's De Bello Gallico; prose composition; a review of forms and syntax.

III. Cicero. — Four orations against Cataline; the Manilian Law and the Poet Archais; prose compositions based on the text.

IV. Virgil's Aeneid, Books I-IV —Inductive story of Latin prosody; prose composition, mythology and a brief history of Latin literature.

ITALIAN

I. Sauer's Italian Grammar, Lessons 1-25; selected reading from modern authors (100 pages).

II. Sauer's Grammar completed; reproduction of short stories; reading from Mazoni's I Promessi Sposi and Goldoni's La Lacondiera.

SPANISH

The aim of this course is to give the student a knowledge of Spanish grammar and syntax; to enable her to translate Spanish into English, and English into Spanish.

I. Elementary Spanish — Hill and Ford's Grammar, Lessons 1-25; translation from English into Spanish; pronunciation; dictation; reproduction of short stories; conversation.

II. Hill and Ford's Grammar completed; letter writing; conversation; 250 pages of reading from Short Stories by Anna Woods Ballard — Alarcon's Novelas Cortas Escogidas—Cabrello's La Familia Alvareda.

III. Intermediate Spanish—De Vitis' Grammar and Reader; letter writing; composition; collateral reading from Alarcon's El Capitan Veneno, Valera's El Pajaro Verde.

FRENCH

The aim of this course is to furnish the pupils with a practical knowledge of French grammar and syntax; to enable them to translate from English into idiomatic French, and, by carefully prepared reading, to appreciate modern and classical literature. Special attention is given to conversation and writing from dictation.

I. Fraser and Squair: Part I; regular verbs; common irregular verbs. Daily drill in pronunciation by means of phonetics. Oral exercises. 50 to 100 pages of reading from the following: Guerber's Contes et Legendes; Foa's Le Petit Robinson de Paris; Malot: Sans Famille.

II. Fraser and Squair continued; 50 irregular verbs. Short themes based on readings. Oral composition with special attention to pronunciation, expression and intonation. 200 to 250 pages from the following: LaBiche et Martin: Voyage de M. Perrichon; Sand: La Mare au Diable; Halevy; L'Abbé Constantin. Dictation.

III. Syntax and review of grammar based largely on reading matter. Composition and oral exer-

MAIN BUILDING

cises. Reading 500 to 600 pages from the following authors: Lamartine's Jeanne d'Arc; Bazin: Les Oberlé; A. France; Le Livre de Mon Ami; Mérimée: Columbia; also selections from 17th century authors. Dictation.

IV. Introduction to Literature through works of 17th, 18th, and 19th century authors. Written composition and translation. Reading: 500-600 pages from selected authors. Emphasis on oral exercises.

GERMAN

The course in German aims essentially to give students practical knowledge of the language.

I. Reading: Gronow, Jung Deutschland, Guerber, Marchen und Erzählungen (80-100 pages).

Grammar: Declension of the definite and indefinite articles; demonstrative and possessive adjectives; noun declensions, strong and weak; adjective declensions, strong, weak and mixed. Declension of personal, relative and interrogative pronouns. Verbs: Principal parts of the most common strong verbs. Conjugation of strong and weak verbs in five tenses. Three forms of the imperative, present and imperfect tenses of the modals and their most common meanings. The reflexive verb, present and imperfect. Prepositions: with the dative; with the accusative; with the dative and accusative. Word-order: Co-ordinating conjunctions and the most common subordinating conjunctions.

II. Reading: Stökl, Alle Fünf, Störm, Immensee (150 pages).

Composition: Oral and written reproduction based on text.

Grammar: Review of German I. Inflections not completed in German I. Mixed declension of nouns. Comparison of adjectives. Principal parts of additional strong verbs and the most common irregular weak verbs. The most common verbs requiring the dative. Subjunctive mode in indirect discourse. The most common prepositions requiring the genitive.

III. Reading: W i l d e r bruch, Das edle Blut; Arnold, Fritz auf Ferien; Hillern, Höher als die Kirche; Seidel, Lebericht Hühnchen; Gerstächer, Irrfahrten (400 pages).

Composition: Free reproduction of the text read and simple theme-writing on topics suggested by the text.

Grammar: Review of German II. Modals and verbs used like the modals in perfect tenses with accompanying infinitive. The passive voice in five tenses. Subjunctive mode in unreal condition and in connection with the first conditional.

IV. Reading: Selections from Eichendorff, Rosegger, Lohmeyer, Schiller, Goethe (800 pages).

Composition: Free reproduction of text read and theme-writing on other topics.

Grammar: Review of Grammar with special emphasis on further details as the need for them arises.

ENGLISH

The study of English in the Academy has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence and appreciation. The course provides for the alternation of a quarter of composition with a quarter of literature during the first three years. Written exercises comprise letter writing, narration, description, exposition and argumentation.

I. (a) Advanced English Grammar, Kittredge and Farley; Part I, oral and written composition; word study.

(b) Literature—In the selections for reading a number of short narnative poems, supplemented by prose narrations of well-defined typical plots, has been arranged: for intensive reading, Longfellow, Tales of a Wayside Inn; Lowell, Vision of Sir Launfal; Maclaren, A Doctor of the Old School; Shakepeare, Merchant of Venice, Irving, Sketch Book.

Required reading includes: Wiseman, Fabiola; Newman, Callista; Cooper, The Last of the Mohicans, The Pioneer, The Deerslayer; Hughes, Tom Brown's School Days; Aldrich, Marjory Daw; Stevenson, Treasure Island; Wordsworth, Michael; Cowper, John Gilpin's Ride; Byron's Prisoner of Chillon; Browning, Pied Piper, Herve Riel, Macauley's Lays of Ancient Rome; Dickens, David Copperfield. Poems selected from Father Ryan, Proctor, Alice and Phoebe Carey and Lowell.

II. (a) Advanced English Grammar, Kittredge and Farley; Part II, oral and written composition; word study; study and application of principles of rhetoric.

(b) Literature—Reading for class work includes a careful study of Silas Marner, Julius Cæsar and Idylls of the King; mythological and literary interpretation are included in the study of every classic.

Required reading includes: Vaughan, Thoughts for All Time; Scott, Talisman and Ivanhoe; Dickens, Tale of Two Cities and Oliver Twist; Blackmore, Lorna Doone; Hawthorne, House of Seven Gables; Arnold, Sohrab and Rustum; Autobiography of Franklin; Cable, Old Creole Days; Repplier, Essays; poems from Faber, Eleanor Donnelly and Imogene Guiney.

III. (a) Advanced English Grammar, Kittredge and Farley; Part III, oral and written composition; word; study paragraph development by definition, by specific examples, by contrast, by comparison.

(b) Literature — Long's English and American Literature; The History of English Literature in periods from the Anglo-Saxon to the Elizabethan age, with a study of the principal masterpieces of each age forms the major work of the year. The selections in prose literature are taken largely from the essayists as types of expository writing. Shakespeare's Macbeth and Carlyle's Essay on Burns are studied as class work. A survey of American literature.

The required reading includes: Arnold, Essays on Criticism; Newman, The Idea of a University; Bacon, Essays; Lamb, Essays of Elia; DeQuincey, English Mail Coach; Ruskin, Sesame and Lilies; Palgrave's Golden Treasury; selections from Shelley, Keats, Wordsworth, Tennyson, Browning, Spalding and Thompson. Typical American writers.

IV. (a) Composition; oral and written themes of various kinds, but mainly those giving scope for a free expression of opinion, such as the editorial, the informal discussion and criticism of organized reports on current events; reports, based on research done in libraries; word study; drills on words often misused.

(b) Literature—The general purpose of teaching literature in this year is to develop keener insight and breadth of view through application to the problems of life.

Required reading includes: Milton, L'Allegro, Il Penseroso, Lycidas, Comus; Burke, Conciliation Speech; Macauley, Essay on Milton; Emerson, Representative Men; Shakespeare, Hamlet, The Tempest; Thackeray, The Newcomes; Newman, Dream of Gerontius; Selections from Spalding, Browning, Tabb, Van Dyke, Mabie, Sill, Benson.

MATHEMATICS

I. Algebra—First course; fractions; linear equations, numeral and literal; simple simultaneous equation of two or more unknown quantities; evolution; theory of indices; surds; quadratics; simple graphs; related problems.

II. Geometry—General properties of plane rectilinear figures; the circle and the measurement of angles; similar polygons; areas, regular polygons; the measurement of the circle; the solution of original exercises loci; problems.

III. Algebra reviewed and extended; imaginary and complex numbers; inequalities; ratio and proportion; variation; theory of quadratics; arithmetic and geometric progressions; binomial theorem; graphs, logarithms; determinants.

HISTORY

I. Ancient History, with special reference to religion, politics, society and culture of the Greeks and Romans; a short history of more ancient nations; lectures, maps, pictures and stereopticon slides supplement the study of the text and source reading.

II. English History—This course in English history includes an outline of the events from the early conquests until 1485. A detailed study is made of the subsequent periods; emphasis is laid on the constitutional growth; the influence on literary epoch-making movements and the broad lines of historical development. Supplementary work consists of lectures, stereopticon views, source reading and historic romances bearing on English history.

III. History of America, including the origin and development of the colonies; expansion of territory; growth of democracy; rise of slave power; problems resulting from the Civil War, and the development of national policies.

IV. Mediaeval and Modern History—The principal topics treated are the invasion and settlements of the barbarians, revival of the empire, growth of the Papacy; Mohammed and his religion; Crusades, Mediaeval institutions; Renaissance, the Reformation and religious wars; the struggle for constitutional liberty in England, the ascendancy of France under Louis XIII and XIV; the rise of Russia and Prussia, England's colonial supremacy, and the era of the French revolution and Napoleon; the agitation for popular governments in France, Italy and Germany; growth of Italian and German unity; the establishment of the German empire, of the dual system of Austria-Hungary and of the French republic; national development and international relations from 1807 to the present day. Lecture courses with stereopticon views supplement this work.

SCIENCE

The Science laboratories are fully equipped with apparatus of the most improved type and every student performs the required number of experiments. Notebooks containing full description, drawings and careful records are subject to the instructor's approval.

Botany

Text, Bergen and Caldwell's Practical Botany, supplemented by other reference texts. The course consists of one year's work, including

three recitation periods and two double period laboratory exercises each week. Plant physiology and morphology are studied in connection with the laboratory work, which is supplemented by field trips and observation exercises.

Physics

Millikan and Gale's textbook and laboratory manual are used. The student performs forty experiments. This course aims to give the student the fundamental concepts of the science.

Chemistry

Alexander Smith's textbook and laboratory manual are used. The laboratory work is the most important part of the course and two double periods per week are given to it. A study of formulae, equations and the solution of mathematical chemical problems is made.

Physiology

(Ritchie's textbook is used)

The course gives a comprehensive view of the mechanism of the human frame and of the care required to protect the wonderful organism.

PHYSICAL TRAINING

Folk Dance; Technique, Classical, National and Aesthetic. Croquet grounds, basketball and tennis courts provide opportunity for different outdoor sports. A large bowling alley is an attraction for indoor sport.

VOCAL EXPRESSION

Introductory Course

A thorough course in elocution is offered. Careful attention is paid to clear enunciation, musical reading and grace of carriage. This course is prescribed for academic students.

Dramatic Reading

This course deals with the analysis of characters. Scenes are selected for memorizing and acting. A dramatic performance is held annually. This course is open to seniors who have completed the introductory course in Vocal Expression.

DOMESTIC SCIENCE

Cooking

The aim of this course is to afford such instruction as will elevate cookery to its proper place as a science and an art. The courses are so arranged, combining the practical and the theoretical, that the knowledge gained may be applied to daily living. The student thus becomes familiar with the most healthful and economical methods of preparing and serving food, considering the needs and care of the body.

FIRST SEMESTER

1. Food and its relation to the body.
2. Classification of food.
3. Housekeeping.
4. Rules.
5. Water as a cooking medium.
6. Preparation of foods containing water.
7. Soups.
8. Breakfast table.
9. Breakfast luncheon.
10. Breakfast luncheon menus.

SECOND SEMESTER

Study of carbohydrates. Heat and Energy Producers.

1. Study of cereals.
2. Study of rice.
3. Study of sugar.
4. Study of wheat.
5. Flour mixtures.
6. Study of baking powder and its action.
7. Study of batters.
8. Luncheon practice.

THIRD SEMESTER

1. Acid and salt supplying foods.
2. Proteins, tissue builders; (1) eggs, (2) milk, (3) meats, (4) fish, (5) cheese. Practice test.

FOURTH SEMESTER

Study of Fats and Oils
Heat Producers

1. Fat as a frying medium.
2. Steaming. General directions.
3. Bread and bread making.
4. Pastry.
5. Average composition of American food products.
6. Jelly making.
7. Acid and salt supplying foods.
8. Invalid cookery.
9. Dietary.

ART DEPARTMENT

The Art Department is conducted on a plan similar to that pursued in the best art schools of America and Europe. A gold medal and diploma are awarded to the student satisfactorily completing the course of study. Pupils may enter at any time and are advanced as rapidly as the merit of the work warrants.

Special arrangements may be made with the instructors by those students who do not care to follow any of the prescribed courses, but such work may not command credit.

Art Course

Still-life and Nature: Including a study of form, light and shade, perspective, composition, and the technique of handling charcoal, pencil, water-color, chalks, ink, oil-paints and tempera.

Lettering: Skeleton Alphabets: Capital and lower case.

Roman.

Gothic.

Monograms, ciphers, initials.

Posters, quotations, occasion cards.

Color: Theory and practice.

Design: Origination of motives from nature and geometry, for borders, surface patterns, and decorative spaces.

Applied Design: Pottery, china, stencilled fabrics.

Landscape: From Nature and from study of masterpieces.

Life: Pencil sketches of action and pose, detail study of parts of the head and body, portrait studies in all mediums.

Illustrations: Poems, children's stories, etc.

Art History: A survey of the world's great masterpieces of Architecture, Painting, and Sculpture.

Psychology: Fifty-four hours is the unit of credit. Any one with a prerequisite of two years High-school, including work in English, History, a foreign language, and a science, who satisfactorily completes nine majors or 486 hours of the required course will be given a Diploma.

Special arrangements will be made for those who do not wish to take the "Credit Course."

The Art Department is accredited by the Chicago Normal College

DEPARTMENT OF MUSIC

PIANO

Regular Course

The regular course of study is divided into three classes:

I. Preparatory Class.

II. Teachers' Certificate Class.

III. Graduating Class.

Advanced Courses

I. Post-Graduating Class, degree "Bachelor of Music."

The Preparatory course is divided into seven grades. Pupils will be advanced in this course as rapidly as their work justifies. Examinations in all classes of the Music Department are held in December. Final examinations take place in May and June.

Only those pupils who have studied at least two years in the Music Department of the Academy are eligible to membership in the Teachers' Certificate Class.

It is impossible to give a complete list of studies to be strictly followed, as the individual pupil must be consulted, and the studies varied according to her needs. New works of value are included in the courses of study.

Required Subjects

Preparatory Class

The study of the rudiments of Music or the First Steps in Harmony. Special attention to sight reading, Harberbier's Poetic Studies, Bertini, Heller, Czerny, Loeschorn, Koehler and others.

Teachers' Certificate Class

The study of Harmony, History of Music, Science of Music and Pedagogy; MacDowell's Technical Studies. Jensen, Czerny, Cramer, Mozart, Haydn, Beethoven's Sonatas and compositions by Mendelssohn, Weber, Chopin, Greig and Handel; Bach, Suites and Bach's Inventions.

Graduating Class

Counterpoint, Composition, Musical Forms, Musical Literature, and the Science of Music; Tausig, Brahms, Liszt, MacDowell; Pischna's Technical Studies and Joseffy's School of Advanced Piano-Playing; Clementi's Gradus; Moscheles, Etudes op. 70. Bach's Preludes and Fugues; Kullak's Octaves; Beethoven's Sonatas; Selected works from Chopin, Schumann, Debussy, Rubinstein and others.

Technical Studies; standard works on this subject. A study of Technic and Position, Legato, Staccato, Staccatissimo, Mezzo, Trill, Tremelo, Scales. Broken Chords, Use of Pedals, Methods of Teaching.

PIPE ORGAN

A Felgemaker pipe organ is used. The organ course is intended to provide a thorough education in the work of a church organist and accompanist.

Preparatory Course

Instruction books according to individual needs.

Rink—Best Organ Schools.

Schneider—Allen exercises in pedal playing.

Elements of organ playing, touch, etc.

Registration.

Composition of modern schools.

Buck pedal phrasing studies.

Bach's Organ Works.

Mendelssohn preludes and fugues.

Sight—Reading and registration.

Compositions of Classical and Modern School.

1. Harmony, eight terms of ten weeks each.
2. Musical History, eight terms of ten weeks each.
3. Some proficiency in piano playing.

Senior Department

The larger works of Bach, Mendelssohn, Rheinberger.

Art of accompanying.

More difficult compositions of Classical and Modern School.

POST GRADUATING CLASS

For full description of courses leading to degrees see the announcements of the Collegiate Department.

VIOLIN

The most artistic and correct methods are taught, careful attention being given to bowing, intonation, technique and interpretation. Arrangements may also be made for instruction in the other stringed instruments.

VOCAL MUSIC

Preparatory Department

Intervals, Scale Singing, Sieber's Elementary Studies, Concone's 50 Lessons, Marchesi's Elementary Exercises. Vaccai Studies; easy pieces.

Intermediate Department

Concone's 25 lessons; Nava, Op. 22; Banofka, Op. 81, Part First; Concone's 15 lessons, minor and chromatic scales, Marchesi Studies. Studies and Songs by modern writers.

Senior Department

Banofka, Part II; Bordogni Studies; Lamperti Vocalizes; Operatic and Oratorio Selections and Classical Songs.

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STUDENTS' ORGANIZATIONS

Eucharistic League.

Children of Mary. { Senior Sodality. / Junior Sodality.

Holy Angels' Sodality.
Art Students' League.
Euterpean Camerata.
Le Cercle Francais.
Die Deutsche Gesellschaft.
The M^3S^3 Circle.
The St. Xavier Alumnæ Association.

RETREATS

I. The Rev. E. A. Cummings, S. J., conducted a retreat for the Senior Sodality and friends of the institution, June 30-July 3, 1919.

II. The Rev. J. Flynn, S. J., conducted a retreat for the pupils of the Academy, March 29-31, 1919.

LECTURES—RECITALS
1918-1919

Instruction in Christian Doctrine.....Rev. P. J. McGuire
Reconstruction in France.....Miss Mary MacDowell
Women's Work in Reconstruction.....Miss Harriett Vittman
Saving the French Children.....Mrs. E. Post
A Contemporary Author.....Mr. Vincent Hewitt
At Chateau Thierry.....Captain Oliver Reilly, A. E. F.
With "Reilly's Bucks".....Col. John V. Clinnin, A. E. F.
An English Base Hospital.....Dr. Milton Mandel
Piano Recital.....Miss Theodora Troendel
Joyce Kilmer.....Rev. J. Pernin, S. J.
Novel Reading..... { Rt. Rev. Monsignor / F. B. D. Bickerstaffe-Drew
With the U. S. Marines.....Private Joseph Lamb, A. E. F.

PROGRAMS

ILLINOIS CENTENNIAL
1818-1918
In honor of St. Francis Xavier.
December 3, 1918.

Address .....
Miss Ruth Raftree
Chorus .....“Illinois”
Fourth Intermediate Class
Recitation .....A Real Lady
Miss Teresa Lynch
Vocal Solo.....E. Nevin
Miss Eleanor Barron
Recitation.....When the Honeymoon Wanes
Miss Eugenia Farley
Vocal Solo.....The Swallow Song
Miss Mary Kosic
Recitation.....Buying a Hat
Miss Virginia McKenna
Vocal Solo.....Gounod's Ave Maria
Miss Helen Bartlette
Recitation.....The Fool
Miss Leona Raff

Piano Solo.....

Miss Ruth Kellegher

Recitation .....Babyland

Miss Louise Brown — Miss Eva Granger

Miss Louise Cook — Miss Helen Rogers

Miss Lenore Quinn — Miss Allison Gougar

"Come Back to Erin".....

Fourth Intermediate Class

"A MYSTERY PLAY"

In Honor of the Nativity of Our Lord

By Robert Hugh Benson

Thursday Evening, December 19, 1918

Prologue.....Miss Eugenia Farley

Dramatis Personæ

Teresa Lynch.....Zachary

Helen Bartlette.....Eliphaz

Agnes Larkin.....Nadab

Lucile Vail.....Uzziel

Ellen Hawley.....Martha

Marie Lamb.....Abel

Helen Colnon.....Joseph

Ruth Raftree.....Mary

Edith Sherman, Helen Dooley, Eugenia Farley, Ethel McHugh.....Angels

Miriam Dunne.....Tobias

Helen Bowles.....David

Beatrice Reilly.....Ezra

Ethel Merrion.....Ben-Ezra

SCENES

I. Roadside Near Bethlehem.

II. The Kitchen of the Inn.

III. Hills Near Bethlehem.

IV. Interior of the Stable.

VOCAL RECITAL

May 12, 1919

(a) Ave Maria.....F. Schubert

(b) Lullaby from "Jocelyn".....B. Godard

Miss Viola Whinnery

Her Country.....M. R. S. Andrews

Miss Teresa Lynch

(a) Since First I Met Thee

(b) In the Garden } Love's Epitome.....M. T. Salter

(c) She Is Mine

Miss Genevieve Brennan

Prelude .....Rachmaninof

Miss Lucile Granger

OPERA "MIGNON"—THOMAS

Scene from Act II.

Mignon, a young Girl Stolen by Gypsies.....Gertrude Kenny

Filina, an Actress.....Helen Bartlette

Frederick, a young nobleman.....Helen Rogan

Wilhelm Meister, a Student.....Jean Cooke
Laertes, an Actor.....Eleanor Barron
Miss Knoblauch at the Piano

EXPRESSION RECITAL

Thursday Evening, May Fifteenth
at Eight O'Clock

Hostess.....Miss Helen K. Bartlette
Reading—Jane Cowl's "Lilac Time".....
Assistant—Miss Alvena Knoblauch

(a) Scherzo .....Knoblauch
(b) Etude de Concert.....MacDowell
Miss Jeanne Farley
Solo Dance

Liebesfreud .....Kriesler

CONTEST IN ORAL EXPRESSION

Monday, May 19, 1919
SENIORS

Reading: Jean Val Jean.....V. Hugo
Helen Bartlette, Ethel Merrion, Helen Bowles, Agnes Larkin
Decision of the Judges

EXHIBITION OF GYMNASTIC, CHARACTER, CLASSIC DANCING

Under the Direction of Miss Marion A. McMahon
Wednesday Evening, May 28, 1919

I. The United Liberty March.....Orchestra

VIOLINS

Lillian O'Donnell — Berenice Blinstrup
May Troy — Dorothy Guttman
Catherine Feeney — Jeanette Kelly
Dorothy Armstrong — Mercedes McDonagh
Bells—Susanne Barruet
Harp—Julia Magner
Piano—Agnes Middleton
Organ—M. B. Daniel

II. Nymphs at Play.....Primaries
Allegretto.....Genevieve Resler
Daisy Chain.....Dorothy Hanley, Evelyn Riggs
Chopin's Waltz.....Doris Siegel
Cherry Blossoms.....Second Grade
III. Fairies Revel.....4th, 5th and 6th Grades
Russian Bride Dance.....Josephine Egan
Scarf Dance.....Mary Kinnally
Highland Fling.....Margaret Killacky
Polish Dance.....Seventh Grade
IV. Fairy Tale.....First Seniors
Characters—Prince, Princess, Witch, King of Fire Elves,
Fire Elves, King, Queen and Courtiers.

V. Caterpillar ..... Genevieve Egan

A caterpillar crept beneath a leaf
To hide himself from light of sun and moon
And as he lonely grew to hide his grief
He wrapt himself all up in a cocoon.

He felt the gentle winds blow low and high,
And wished that he might go a-sailing too,
And as the merry birds went skimming by
He longed for wings of every flower's hue.

So bravely did he strive that day by day
His efforts stronger grew,
Until he burst his bonds and flew away
A golden butterfly.

Dumbbell Drill ..... Second Seniors
To a Wild Rose (Interpretative) ..... Alice Pirchner
Tarantella ..... Eighth Grade

VI. Hungarian Exile ..... Second Seniors
Moment Musicale ..... First Seniors
Club Drill ..... Seniors
Summer ..... Ruth Tennes

VII. Esmeralda (Gypsy Beggar Girl) ..... Mary Frances Behen
Valse Bleue ..... Agnes Middleton
Egyptian Dance ..... Third Seniors
Wand Drill ..... First Seniors
Carnaval { Pierrot ..... Eleanor Gratz
Carnaval { Pierrette ..... Marie Lamb

VIII. Allegorical Pageant
Tribute to Victory
by
Fourth Seniors Assisted by Third
and Second Seniors

Death of World's Happiness at Outbreak of War ..... } Lucile Murphy
L'Ephemere (a butterfly that lives but a day) ..... }

War { The Storm ..... Harriet Jacobson
War { Torch Dance ..... Seniors

On to Victory ..... Second Seniors

Dance of Triumph } Beatrice Reilly
Victory ..... }

Tribute to Victory ..... Seniors
Return of Joy to the World ..... Alice Kavanaugh

Audabade Printaniere } Third Seniors
Garland Dance ..... }

Georgie Morrison, Accompanist

PIANO RECITAL

Friday Evening, June Thirteenth
Nineteen Hundred Nineteen

MISS ALVENA CLAIRE KNOBLAUCH

Asisted by Miss Helen Sullivan and Others

Third Sonata, Op. 57 ..... MacDowell
Mesto, ma con passione
Tristamente ma con tenerezza
Allegro con fuoco

"Oriental Sketches" ..... Miss F. Coates

Ancient and Modern ..... Mallinson, Scott, Foster

Violin Solos ..... Miss L. Earnest

Solfeggietto, C Minor ..... Bach
Prelude, Op. 28, No. 18 ..... Chopin
Rhapsody, G Minor No. 2 ..... Brahms
Dancing ..... Miss F. Cuddigan
The Wild Bird ..... Karganoff
The Mask ..... Chaminade
O Harp Immortal—from "Sappho" ..... Gounod
Miss B. Seabury

Damnation de Faust ..... Berlioz
Angeline Camella
Mary Mangan
Elizabeth Dreveny
Niceta Sullivan

Concerto, G Major No. 7 ..... De Beriot
Harmonies du Soir ..... Pachulski
Scherzo, F Sharp Minor ..... Knoblauch
Romance, C Minor ..... Knoblauch
Original Compositions
Concert-Etude, Op. 36 ..... MacDowell
"Musical Etchings" ..... Miss F. Coates

Irish Novelties ..... Cook, Lohr, Richardson

Ballade, B Minor No. 2 ..... Liszt

SEVENTY-THIRD COMMENCEMENT

Intermediaries and Primaries
Monday, June 16, 1918
Three O'Clock

PROGRAM

The St. Xavier Orchestra—March ..... Victorious Legion
Violins: Lillian O'Donnel, May Troy, Catherine Feeney,
Dorothy Armstrong, Jeannette Kelly, Berenice Blinstrup,
Dorothy Guttman
Harp: Julia Magner Piano: Agnes Middleton
Commencement Song ..... Fourth Intermediate
Accompanist, Agnes Middleton

Reading—Somebody Did ..... Imelda Maher
Reading—Seeing Things at Night ..... Mignonne Ingham

Song of the Flag.....2nd, 3rd, 4th Primaries
Accompanist, Grace Blondin
Vocal Duet.....Agnes Bradley, Susanna Burruet
Accompanist, Hilda Engbring
Concert—Polonaise
First Piano.....Harriet Jacobson, Agnes Bradley
Second Piano.....Rosaleen Montague, Susanna Barruet
Reading—Little Girls' Lament.....Marion Ortseifen
Reading—My Dollie.....Eleanor Flynn
Polonaise.....H. Bodenhoff
First Piano.....Gertrude Robinson, Nora Fox
Second Piano.....Ruth Tennis, Dorothy Steel
Reading—The Eternal Feminine.....Virginia McKenna
Reading—(a) I Wish I Were a Monkey.....
(b) Too High..... } Dorothy Healy
Rondo.....Mozart
First Piano.....Agnes Middleton
Second Piano.....Hilda Engbring
The Hour for Music.....First Primary
Accompanist, Agnes Middleton
The American Girls.....Operetta in Two Acts
Accompanist, Hilda Engbring
Vera Burdett.....Margaret Grieve
Myra Burdett.....Jane Lyons
Miss Carew.....Harriet Jacobson
Miss Mefflns.....Rosaleen Montague
Lady Melton.....Dorothy Armstrong
Edna Harris.....Angelica Lewis
Violet Newman.....Helen Kershaw
Dora Beale.....Alice Kavanaugh
Nancy O'Harroran.....Susanna Barruet
Eva May Hope.....Josephine Egan
Act I. Scene—School Garden.
Summer.....1st, 2nd, 3rd Intermediates
Accompanist, Mary O'Connor
Act. II.—Same Scene.
Distribution of Prizes

SENIORS' COMMENCEMENT WEEK

Nineteen Hundred Nineteen
Wednesday, June 11
Two O'Clock

JUNIORS' FAREWELL TO SENIORS

Reception and Luncheon Edgewater Beach Hotel

Thursday, June 12
Class Day
High Mass—Ten O'Clock
Reverend J. V. Rheams, C. S. V., Celebrant
Choir: Class of Nineteen-Twenty
Baccalaureate Sermon
Very Reverend James D. O'Neill, S. T. D.
Banquet—One O'Clock
Program—Two O'Clock

Friday, June 13
Three O'Clock
Seniors' Reception
Guests—The Mothers of the Seniors
Benediction of the Most Blessed Sacrament

Wednesday, June 18
Commencement—Four O'Clock

Processional ..... Handel
Violins: Lillian O'Donnell, May Troy, Catherine Feeney, Dorothy Armstrong, Jeanette Kelly, Dorothy Guttman.
Harp: Julia Magner.
Piano: Agnes Middleton.

Gallia ..... C. Gounod
Seniors
Soloists:
Soprano: Helen Bartlette.
Alto: Eleanor Barron.
Piano: Alvena Knoblauch.

Address ..... Right Reverend
Monsignor F. B. D. Bickerstaffe-Drew (John Ayscough) of England

Ballade, B Minor No. 2 ..... Liszt
Alvena Claire Knoblauch

Closing Address and Conferring of Honors
His Grace Most Reverend George W. Mundelein, D. D.

COLLEGIATE DEPARTMENT

The Degree of Bachelor of Philosophy
is conferred on
Dorothy Margaret Peschon

The Degree of Bachelor of Music
is conferred on
Alvena Claire Knoblauch

ACADEMIC DEPARTMENT

Teacher's Certificates in Piano
conferred on
Elizabeth Dreveney
Angelina Camella

Teacher's Certificate in Vocal Music
conferred on
Helen K. Bartlette
Gertrude M. Kenny

Teacher's Certificate in Pipe Organ
conferred on
Mrs. B. M. Daniel

Teacher's Certificate in Oral Expression
conferred on
Helen K. Bartlette

Diplomas in the Academic Course
conferred on

G. Constance Aurelius
Helen Auerbach
Helen Kiely Bartlette
Eleanor Marian Barron
Miriam Catherine Coughlin
Mary Frances Curry
Helen Catherine Colnon
Genevieve Isabel Cook
Helen Josephine Cahill
Gertrude Rose Daly
Hyacinthe Mary Devins
Helen Agnes Dooley
Veronica Barbara Dumbaugh
Miriam A. Dunne
Jeanne Estelle Farley
Loretta Marie Feeney
Anita Mary Ann Gellert
Genevieve Ann Gilgar
Helen Marie Gleason
Rosene Alice Hawthorne
Eleanor Marie Henehan
Margaret Mary Kerin
Agnes Sarah Larkin
Georgia Jeanette Levenberg
Irene Adelaide McCahey
Ethel S. McHugh
Rose Mary McMahon
Mary Madelaine Murray
Lucile Margaret Murphy
Margaret Eileen McAuliffe
Mildred Elizabeth Nangle
Sarah Margaret O'Neill
Ruth Beatrice Raftree
Beatrice Mary Reilly
Margaret Mary Reilly
Katherine F. Ryan
Margaret Aleen Ryan
Edith Frances Sherman
Mary Theresa Sullivan
Jeanette Elizabeth Van Wagner
Lucille Caroline Vail
Julia Anna Weiner
Grayce Catherine Wolfe
Lillian Edith Wolfe

Diplomas in the Commercial Course
conferred on

Mary Adele Doody
Mary E. Heatherly
Agnes H. Hughes
Della Hunt
Gertrude McCormack
Frances McFarland
Hazel Murphy
Charlotte Nelson
Margaret Morton
Pearl Pieroth

Junior-Graduate Pins

Grace Blondin
Virginia Bohnen
Mary Bransfield
Anne Branyan
Rossita Byrne
Frances Cahill
Helen Canary
Bernardine Carberry
Bridgit Cassidy
Ada Cavanaugh
Catherine Cussen
Elizabeth Dreveny
Hilda Engbring
Gertrude Evans
Agnes Gleeson
Lucile Granger
Aileen Holliday
Florence Judge
Mary Johnson
Margaret Kavanagh
Gertrude Kelly
Marguerite Le Tourneau
Teresa Lynch
Helen Martin
Cecile Martinet
Mercedes McDonough
Ethel Merrion
Irene Mitchell
Grace Mollard
Loretta Monaghan
Margaret Naughten
Rosalie O'Reilly
Pauline Procter
Mary Roebuck
Luella Rowan
Catherine Sullivan
Niceta Sullivan
Mary Walsh
Marie Wolfe

THE CHAPEL

RECITAL HALL

CHURCH HISTORY

The Pope Leo XIII. Gold Medal.....Miss Genevieve Cook
Donor—Rt. Rev. M. F. Burke, D. D.

FOR THE MOST EXEMPLARY CHILD OF MARY

Gold Medal.....Miss Hyacinthe Devins
Donor—Miss Josephine McMeen

COMMERCIAL STUDIES

Gold Medal.....Miss Mary Heatherly
Donor—Rev. James A. Troy

VOCAL EXPRESSION

Gold Medal.....Miss Ethel Merrion
Competitors
Helen Bartlette, Agnes Larkin, Helen Bowles
Donor—Rev. D. O'Brien
Junior Contest
Gold Medal.....Miss Josephine Egan

REGISTER OF STUDENTS

1918-1919

*Abell, May	Third Intermediate	Chicago
*Abell, Patricia	Third Intermediate	Chicago
*Abrahamson, Bertha	Private	Chicago
Acton, Edna	Vocal	Chicago
Ahern, Ann	First Intermediate	Chicago
Ahern, Anna	Fourth Primary	Chicago
Aikens, Margaret	Second Primary	Chicago
Allenbach, Martha	Commercial	Chicago
*Anderson, Dorothy	Third Intermediate	Chicago
Anderson, Agnes	Fourth Intermediate	Chicago
Anderson, Beryl	Second Senior	Chicago
*Ariel, Arline	First Senior	Chicago
*Armstrong, Dorothy	Fourth Intermediate	Denver, Colo.
Auerbach, Helen	Fourth Senior	Chicago
Aurelius, Berenice	Second Senior	Chicago
Aurelius, Constance	Fourth Senior	Chicago
*Ayres, Betty	Second Primary	Chicago
*Ayres, Helen	Third Primary	Chicago
Baker, Ruth	Second Senior	Chicago
Baldwin, Genevieve	Vocal	Chicago
Ball, Gwendolyn	Second Intermediate	Chicago
Ball, Frances	Third Intermediate	Chicago
Barlow, Ruth	College	Chicago
Barney, Helen	Third Intermediate	Chicago
Barron, Eleanor	Fourth Senior	Chicago
Barrs, Dorothy	Fourth Primary	Chicago
*Barruet, Susanne	Fourth Intermediate	Chicago
Bartlette, Helen	Fourth Senior	Chicago
*Beck, Leonie	Fourth Primary	Chicago
Becker, Marie	Music	Chicago
Behen, Mary Frances	Third Intermediate	Chicago
Bermingham, Marion	First Intermediate	Chicago

*Resident Student.

Bern, Louise	Second Senior	Chicago
Birney, Margaret	Third Primary	Chicago
Black, Mary Vivian	Fourth Intermediate	Chicago
*Blanchette, Genevieve	Second Senior	Bourbonnais, Ill.
Blinstrup, Berenice	First Intermediate	Joliet, Ill.
Blondin, Grace	Third Senior	Chicago
Blondin, Helen	Fourth Primary	Chicago
Bohnen, Virginia	Third Senior	Chicago
Bolles, Louise	Second Intermediate	Chicago
Bolster, Beverly	First Primary	Chicago
Bomer, Lucille	Second Senior	Chicago
Bonnest, Elsie	Special	Chicago
*Bovee, Martha	Third Primary	Chicago
Bowles, Helen	Second Senior	Chicago
Bradburn, Josephine	First Primary	Chicago
Bradley, Agnes	Fourth Intermediate	Chicago
Bradley, Dorothy	Second Primary	Chicago
Bransfield, Mary	Third Senior	Chicago
Branyan, Anne	Third Senior	Chicago
Breckenridge, Helen	First Intermediate	Chicago
Breen, Ruth	First Primary	Chicago
Bremner, Alice	Second Intermediate	Chicago
Brennan, Genevieve	Vocal	Chicago
Brennan, Catherine	Commercial	Chicago
Broderick, Margaret	Commercial	Chicago
Browne, Louise	First Primary	Chicago
*Buck, Mary Eleanor	Third Primary	Chicago
Buckley, Amelia	Third Primary	Chicago
Burke, Grace	First Senior	Chicago
Burke, Jane	First Intermediate	Chicago
Burke, Magdalene	First Senior	Chicago
Burns, Frances	Third Senior	Chicago
Burns, Jane	First Intermediate	Chicago
Burton, Florence	Art	Chicago
Bycraft, Dorothy	Fourth Intermediate	Chicago
Byrne, Isabel	Fourth Primary	Chicago
Byrne, Molly	Art	Chicago
Byrne, Rossita	Third Senior	Chicago
Cahill, Marjorie	Fourth Primary	Chicago
Cahill, Dorothy	Second Intermediate	Chicago
Cahill, Frances	Third Senior	Chicago
Cahill, Helen	Fourth Senior	Chicago
Callaghan, Margaret	First Senior	Chicago
Canary, Helen	Third Senior	Chicago
Carberry, Bernardine	Third Senior	Chicago
*Carey, Margaret	First Primary	Chicago
*Carey, Marie	Fourth Primary	Chicago
Carey, Helen	Second Intermediate	Chicago
Casey, Madeline	College	Chicago
Cassidy, Bridget	Third Senior	Chivago
Cavanaugh, Frances	Second Senior	Chicago
Cavanaugh, Ada	Third Senior	Chicago
Chaney, Eugenia	Third Primary	Chicago
Charette, Mary Louise	Second Primary	Chicago
Chenu, Betty	First Primary	Chicago
Cherne, Anna	Art	Chicago

*Resident Student.

*Chester, Ruth	First Primary	Chicago
Childress, Marion	Second Primary	Chicago
*Ciovino, Marie	Second Senior	Chicago
Clancy, Loretta	Second Senior	Chicago
Clingman, Mary Louise	Second Primary	Chicago
*Cofey, Mary Sara	Fourth Primary	DeKalb, Ill.
Colligan, Catherine	First Senior	Chicago
Collins, Norinne	Third Intermediate	Chicago
Colnon, Mary	Third Primary	Chicago
Colnon, Helen	Fourth Senior	Chicago
Connolly, Mary Catherine	First Primary	Chicago
Connors, Ethel	Fourth Primary	Chicago
Conway, Catherine	Second Senior	Chicago
Cooke, Jean	Vocal	Chicago
*Cook, Louise	Second Primary	Portland, Ore.
Cook, Genevieve	Fourth Senior	Chicago
Corbett, Mary Helen	Fourth Primary	Chicago
Costello, Alzada	Second Senior	Chicago
Coughlin, Miriam	Fourth Senior	Chicago
Cowen, Esther	Second Senior	Chicago
Craig, Agnes	Fourth Primary	Chicago
Crawford, Regina	Art	Chicago
Criswell, Lois	First Primary	Chicago
Cronin, Mary	First Intermediate	Chicago
Curry, Mary Frances	Fourth Senior	Chicago
Cussen, Catherine	Third Senior	Chicago
Dackerman, Evelyn	Second Senior	Chicago
Dalka, Emily	Commercial	Chicago
Daly, Gertrude	Fourth Senior	Chicago
Daniels, Mrs	Pipe Organ	Chicago
*Dean, Helen	Third Primary	Chicago
Dean, Virginia	Third Primary	Chicago
Deck, Helen	Fourth Primary	Chicago
*Delfraisse, Leah	Second Senior	Chicago
*DesRivieres, Elizabeth	Third Intermediate	Chicago
*Devins, Hyacinthe	Fourth Senior	Chicago
Dimmick, Vivian	Special	Chicago
Diefenback, Helen	First Senior	Chicago
Donohue, Gertrude	Second Senior	Chicago
Doody, Mary Adele	Commercial	Chicago
Dooley, Vinneva	Second Intermediate	Chicago
Dooley, Helen	Fourth Senior	Chicago
Doran, Mary	Second Intermediate	Chicago
Dorne, Dorothy	First Primary	Chicago
Doyle, Marie	Fourth Intermediate	Chicago
Doyle, Devota	First Senior	Chicago
*Dreveny, Elizabeth	Third Senior	Chicago
Dueber, Josephine	Third Primary	Chicago
Dueber, Mary Jane	Fourth Primary	Chicago
Dulso, Mabel	Vocal	Chicago
Dumbaugh, Veronica	Fourth Senior	Chicago
Dunne, Miriam	Fourth Senior	Chicago
*Durham, Benita	Third Primary	Chicago
Dwyer, Anna	Second Primary	Chicago
Dwyer, Mary	First Senior	Chicago

***Resident Student.**

Egan, Genevieve	Third Primary	Chicago
Egan, Josephine	Fourth Intermediate	Chicago
*Elder, Frances	Second Primary	Chicago
Elmes, Rhoda	Third Primary	Chicago
*Engbring, Hilda	Third Senior	Effingham, Ill.
Evans, Gertrude	Third Senior	Chicago
Evans, Mary	Second Intermediate	Chicago
Fanning, Dorothy	First Senior	Chicago
Farley, Eugenie	Fourth Senior	Chicago
Farrelly, Florence	First Intermediate	Chicago
Farrelly, Henrietta	Fourth Intermediate	Chicago
Farrelly, Genevieve	Second Senior	Chicago
Feldhake, Helen	Third Primary	Chicago
Feeley, Charlotte	Second Primary	Chicago
Feeley, Katherine	Third Intermediate	Chicago
Feeney, Catherine	Second Senior	Chicago
Feeney, Loretta	Fourth Senior	Chicago
Finn, Helen	Second Primary	Chicago
Fitzgerald, Mary	Second Senior	Chicago
Fitzgerald, Margaret	Art	Chicago
*Fitzpatrick, Ruth	First Intermediate	Chicago
*Fitzpatrick, Margaret	Second Primary	Chicago
Fitzpatrick, Marion	Third Intermediate	Chicago
Flanigan, Margaret	First Senior	Chicago
Fleicher, Gertrude	Vocal	Chicago
Flynn, Eleanor	Third Primary	Chicago
Foley, Marie	First Senior	Chicago
Foote, Marie	Third Primary	Chicago
Fox, Norah	First Senior	Chicago
Franchere, Aline	First Intermediate	Chicago
Fritton, Florence	College	Topeka, Kans.
Fulton, Hester	First Primary	Chicago
Fulton, Dorothy	Third Primary	Chicago
Fulton, Ethel	Fourth Primary	Chicago
Gannon, Catherine	First Senior	Chicago
Gaynor, Adele	College	Muskegon, Mich.
Gellert, Charlotte	Second Senior	Chicago
Gellert, Anita	Fourth Senior	Chicago
*Gilgar, Genevieve	Fourth Senior	Chicago
Gillis, Gertrude	First Senior	Chicago
Gleason, Helen	Fourth Senior	Chicago
Gleeson, Dorothy	Fourth Intermediate	Chicago
Gleeson, Anna	Third Senior	Chicago
Gleeson, Agnes	Third Senior	Chicago
Goodman, Taube	College	Chicago
Gougar, Allison	First Primary	Chicago
*Granger, Eva	First Primary	Salix, Iowa
*Granger, Lucile	Third Senior	Salix, Iowa
*Granger, Mary Louise	College	Bourbonnais, Ill.
*Gratz, Eleanor	Second Intermediate	Chicago
Greenbaum, Eleanor	First Intermediate	Chicago
Grieve, Margaret	Fourth Intermediate	Chicago
Griffin, Mary	Vocal	Chicago
Griffin, Elizabeth	Second Senior	Chicago

*Resident Student.

*Guttman, Dorothy	Fourth Primary	Chicago
*Guttman, Birdie	First Intermediate	Chicago
Haas, Norinne	Vocal	Chicago
Hagan, Winifred	Second Senior	Chicago
Hagan, Cecile	First Senior	Chicago
Halligan, Esther	Art	Chicago
Hammer, Margaret	First Primary	Chicago
Hammond, Verdi	Second Senior	Chicago
Hanley, Dorothy	Third Primary	Chicago
Hanley, Elizabeth	Second Senior	Chicago
Harpole, Katherine	Second Senior	Chicago
Harrington, Mary	Third Primary	Chicago
Harrington, Mary	First Senior	Chicago
Harrington, Hannah	Second Senior	Chicago
Hartford, Dorothy	Second Intermediate	Chicago
Havey, Virginia	Third Intermediate	Chicago
*Hawksworth, Mary Agnes	First Senior	Lewiston, Mont.
Hawley, Ellen	Second Intermediate	Chicago
*Hawthorne, Rosene	Fourth Senior	Roberts, Ill.
Hay, Marjorie	First Senior	Chicago
Hayden, Lucile	Second Senior	Chicago
Hayes, Anna	Second Primary	Chicago
Hayes, Mary	Second Primary	Chicago
Hayes, Anna	Fourth Primary	Chicago
Hayes, Mary	Fourth Primary	Chicago
*Hayes, Elizabeth	First Senior	Portland, Ind.
Hays, Marie	Second Primary	Chicago
Healy, Cecille	Commercial	Chicago
Healy, Dorothy	Fourth Intermediate	Chicago
Heatherly, Mary	Commercial	Chicago
Hebling, Madeline	Fourth Primary	Chicago
Henehan, Eleanor	Fourth Senior	Chicago
Henning, Carolyn	First Senior	Chicago
Heck, Lucile	Third Primary	Chicago
Heckheimer, Teresa	Third Primary	Chicago
*Higgins, Agatha	First Senior	St. Louis, Mo.
Hinkamp, Agnes	Second Senior	Chicago
Hirsh, Helen	Second Intermediate	Chicago
Hoes, Gladys	First Primary	Chicago
Holliday, Aileen	Third Senior	Chicago
Holmes, Elmyra	Second Primary	Chicago
Holtzman, Helen	First Intermediate	Chicago
Hudson, Margaret	Second Intermediate	Chicago
Hughes, Agnes	Commercial	Chicago
Hunnell, Mary Louise	Third Intermediate	Chicago
*Hunt, Della	Commercial	Chicago
Hunt, Anna	First Senior	Chicago
Humphrey, Audrey	First Primary	Chicago
Hurley, Ruth	Fourth Intermediate	Chicago
Hurney, Frances	Second Senior	Chicago
Hyland, Loyola	First Senior	Chicago
Hynes, Elizabeth	Fourth Intermediate	Chicago
Ingham, Mignonne	Fourth Primary	Chicago
Isreal, Eleanor	First Primary	Chicago

*Resident Student.

*Jacobson, Harriet	Fourth Intermediate	Mont Clare, Ill.
Johnson, Dorothy	First Primary	Chicago
Johnson, Mary	Third Senior	Chicago
Joyce, Helen	First Senior	Chicago
Judge, Florence	Third Senior	Chicago
Junggren, Louise	Third Primary	Chicago
Kane, Camilla	Second Senior	Chicago
*Kasin, Mildred	First Intermediate	Gary Sta., Ill.
Kavanagh, Alice	Fourth Intermediate	Chicago
Kavanagh, Margaret	Third Senior	Chicago
Kelleher, Ruth	First Intermediate	Chicago
Kelley, Lois	First Primary	Chicago
Kelley, Grace	Art	Chicago
Kelly, Helen Louise	Fourth Primary	Chicago
*Kelly, Jeanette	First Senior	Chicago
Kelly, Grace	Second Senior	Chicago
Kelly, Gertrude	Third Senior	Chicago
Kennedy, Naomi	Second Primary	Chicago
Kennedy, Loyola	Second Senior	Chicago
Kenny, Gertrude	Vocal	Chicago
*Kenny, Virginia	Third Primary	Chicago
Kerin, Margaret	Fourth Senior	Chicago
Kershaw, Helen	Fourth Intermediate	Chicago
Kerwin, Mary	First Intermediate	Chicago
Keyes, Josephine	Second Senior	Chicago
Killacky, Margaret	First Primary	Chicago
Kinally, Mary	Fourth Intermediate	Chicago
King, Alice	First Senior	Chicago
Klein, Albert	Music	Chicago
Klein, Vera	Music	Chicago
Klein, Edith	First Primary	Chicago
*Knoblauch, Alvena	College	Metamora, Ill.
Knoob, Florence	Commercial	Chicago
*Kosic, Mary	First Senior	Chicago
Kupfer, Carolyn	Second Intermediate	Chicago
Labarthe, Gladys	Fourth Intermediate	Chicago
Lahart, Dorothy	Fourth Intermediate	Chicago
*Lamb, Marie	Second Intermediate	Chicago
Lamb, Phyllis	First Senior	Chicago
*Lamensdorf, Jeannette	College	Shaw, Miss.
*Lamensdorf, Juanita	College	Shaw, Miss.
Larkin, Agnes	Fourth Senior	Chicago
Lashonse, Geraldine	Third Primary	Chicago
Latz, Mary	First Primary	Chicago
Lavers, Willine	Third Intermediate	Chicago
Lavin, Frances	First Senior	Chicago
Lavin, Margaret	Third Senior	Chicago
Lawler, Sara	Third Primary	Chicago
Lawler, Clara	First Intermediate	Chicago
Lawler, Katherine	Third Intermediate	Chicago
Leahy, Elenor	Fourth Intermediate	Chicago
Leowenstein, Rose	Third Senior	Chicago
Letourneau, Louise	Fourth Primary	Chicago
Letourneau, Marguerite	Third Senior	Chicago
Levenberg, Georgia	Fourth Senior	Chicago

*Resident Student.

Lewis, Angelica	Fourth Intermediate	Chicago
Libbe, Margaret	First Senior	Chicago
Linsley, Mildred	Fourth Primary	Chicago
*Loeffler, Charlotte	First Senior	Rockford, Ill.
Loeser, Edith	Fourth Intermediate	Chicago
Loose, Georga Marie	Fourth Intermediate	Chicago
Lundgren, Mildred	First Senior	Chicago
Lynch, Teresa	Third Senior	Chicago
Lyon, Rosemary	Second Intermediate	Chicago
Lyons, Jessie	Second Senior	Chicago
Lyons, Jane	Fourth Intermediate	Chicago
Mack, Mary Catherine	Second Primary	Chicago
*Magaovac, Marie	First Senior	Chicago
Magner, Julia	First Senior	Chicago
Magnus, Helen	Second Senior	Chicago
Maher, Mary Imelda	Fourth Primary	Chicago
Maher, Agnes	Third Intermediate	Chicago
Malooley, Margaret	First Senior	Chicago
Malone, Mrs. R.	Vocal	Chicago
Mangan, Josephine	Art	Chicago
Marjoribanks, Helen	Second Senior	Chicago
Marks, Cecile	Second Primary	Chicago
Martin, Helen	Third Senior	Chicago
Martinet, Cecile	Third Senior	Chicago
Maynard, Betty Jane	First Primary	Chicago
McAfee, Ruth	Second Senior	Chicago
McAuliffe, Margaret	Fourth Senior	Chicago
*McAvoy, Nadine	First Primary	Chicago
McCaffery, Dorothy	First Primary	Chicago
McCahey, Irene	Fourth Senior	Chicago
McCarthy, Catherine	First Senior	Chicago
McCormick, Mae	Commercial	Chicago
*McCormick, Gertrude	Commercial	Chicago
McCrossin, Gertrude	Second Senior	Chicago
*McCusker, Ellen Jane	Second Primary	Potomac, Ill.
McDonough, Clare	Second Primary	Chicago
McDonough, Margaret	Third Intermediate	Chicago
McDonough, Mercedes	Third Senior	Chicago
McDermott, Julia	First Senior	Chicago
McDowell, Fredericka	Second Primary	Chicago
McDowell, Stella	Fourth Primary	Chicago
McFarland, Frances	Commercial	Chicago
McGinnis, Frances	Art	Chicago
McHugh, Ethel	Fourth Senior	Chicago
*McInerney, Margaret	First Intermediate	Chicago
McKenna, Virginia	First Intermediate	Chicago
McKeown, Winifred	Fourth Primary	Chicago
McKeown, Marian	First Senior	Chicago
McKinley, Mary	First Intermediate	Chicago
McMahon, Rose	Fourth Senior	Chicago
McManemin, Marion	College	Chicago
*McMillan, Florence	First Senior	Chicago
*McNamara, Ethel	College	Chicago
*McNellis, Kathleen	First Intermediate	Chicago
Mee, Madge Bertha	College	Chicago
Meegan, Rose	Second Senior	Chicago

*Resident Student.

Meehan, Helen Rita	College	Chicago
Merrion, Ethel	Third Senior	Chicago
Messerschmidt, Ruth	First Intermediate	Chicago
Metzenberg, Millie	Third Primary	Chicago
Milan, Edith	Fourth Intermediate	Chicago
*Middleton, Agnes	First Senior	Chicago
Miller, Margaret	First Primary	Chicago
Mitchell, Irene	Third Senior	Chicago
Mollard, Grace	Third Senior	Chicago
Molloy, Margaret	First Intermediate	Chicago
Molloy, Rose	First Intermediate	Chicago
Molloy, Isabelle	Second Intermediate	Chicago
Molloy, Frances	Third Intermediate	Chicago
Molloy, Loretta	Second Senior	Chicago
Monaghan, Loretta	Third Senior	Chicago
Montague, Catherine	First Primary	Chicago
Montague, Rosaleen	Fourth Intermediate	Chicago
*Moore, Madeline	First Primary	Chicago
*Moore, Anna Belle	Third Intermediate	Chicago
Moore, Agnes	Second Senior	Chicago
Moore, Mary	Second Senior	Chicago
*Morley, Beuhlah	Second Intermediate	Chicago
*Morley, Dorothy	Third Intermediate	Chicago
Morton, Margaret	Commercial	Chicago
Mulvihill, Eleanor	Art	Chicago
Murphy, Sadie	Vocal	Chicago
Murphy, Hazel	Commercial	Chicago
Murphy, Josephine	Second Primary	Chicago
Murphy, Helen	Fourth Primary	Chicago
Murphy, Lucile	Fourth Senior	Chicago
Murray, Madeleine	Fourth Senior	Chicago
Muschler, Evelyn	Third Primary	Chicago
*Nangle, Mildred	Fourth Senior	Lewiston, Mont.
Nash, Marguerite	First Senior	Chicago
Naughten, Margaret	Third Senior	Chicago
Nelson, Charlotte	Commercial	Chicago
Nerney, Helen	First Intermediate	Chicago
Nixon, Alberta	Fourth Primary	Chicago
Nolan, Elizabeth	First Senior	Chicago
Noonan, Helen	College	Chicago
Normoyle, Dorothy	First Senior	Chicago
O'Brien, Julia	Art	Chicago
O'Brien, Dorothy	First Senior	Chicago
O'Connell, Anna	Fourth Primary	Chicago
O'Connell, Mary	Second Intermediate	Chicago
O'Donnell, Helen	Third Intermediate	Chicago
O'Donnell, Anna	Second Senior	Chicago
O'Keeffe, Eddie	First Senior	Chicago
O'Mara, Marion	Special	Chicago
O'Mara, Alice	Art	Chicago
O'Neill, Florence	First Primary	Chicago
O'Neill, Lillian	Third Primary	Chicago
O'Neill, Sarah	Fourth Senior	Chicago
O'Reilly, Rosalie	Third Senior	Chicago
Ortseifen, Marion	First Intermediate	Chicago
O'Toole, Gertrude	First Senior	Chicago

*Resident Student.

*Pasmore, Harries	Fourth Primary	Chicago
Paterson, Florence	Second Senior	Chicago
Pelligrini, Lenore	Second Senior	Chicago
Peo, Colletta	Second Intermediate	Chicago
*Peschon, Dorothy	College	Evanston, Ill.
Pfaff, Dorothy	First Primary	Chicago
Phillips, Minnie	Fourth Primary	Chicago
Pieroth, Pearl	Commercial	Chicago
Prendergast, Mildred	Fourth Primary	Chicago
Prentice, Grace	Third Primary	Chicago
Prest, Margaret	First Senior	Chicago
Prichner, Alice	Second Primary	Chicago
Procter, Pauline	Third Senior	Chicago
Quinn, Lenore	First Primary	Chicago
Raff, Leone	First Intermediate	Chicago
Raftree, Mercedes	Second Intermediate	Chicago
Raftree, Ruth	Fourth Senior	Chicago
Rahm, Elizabeth	First Senior	Chicago
*Rammer, Katherine	Second Senior	Chicago
Rau, Clarice	First Senior	Chicago
*Rees, Juanita	Third Primary	Chicago
*Regan, Lauretta	Third Primary	Chicago
Regan, Phyllis	Fourth Primary	Chicago
Reilly, Helen	First Senior	Chicago
Reilly, Beatrice	Fourth Senior	Chicago
Reilly, Margaret	Fourth Senior	Chicago
*Riggs, Evelyn	First Primary	Chicago
*Robinson, Gertrude	Commercial	Chicago
Robinson, Charlotte	First Senior	Chicago
Roder, Elizabeth	First Primary	Chicago
Roebuck, Mary	Third Senior	Chicago
Rogan, Helen	Vocal	Chicago
Rogan, Rose	College	Chicago
*Rogers, Helen Anna	First Primary	Chicago
Roulet, Antoinette de	College	Chicago
Rowan, Luella	Third Senior	Chicago
Rozynek, Grace	Third Primary	Chicago
Ruehle, Estelle	Second Intermediate	Chicago
Russell, Claire	Third Intermediate	Chicago
Ryan, Frances	Art	Chicago
Ryan, Frances C	Art	Chicago
Ryan, Mary	Second Intermediate	Chicago
Ryan, Margaret	Second Intermediate	Chicago
Ryan, Marjorie	Fourth Intermediate	Chicago
Ryan, Catherine	First Senior	Chicago
Ryan, Katherine	Fourth Senior	Chicago
Ryan, Margaret	Fourth Senior	Chicago
Savage, Mary Louise	First Primary	Chicago
Scanlan, Pauline	Second Primary	Chicago
*Scanlan, Mary	Fourth Primary	Chicago
Scanlan, Marie	First Intermediate	Chicago
Scanlan, Blanche	Second Intermediate	Chicago
Scanlan, Grace	Second Senior	Chicago
Scherer, Elena	First Senior	Chicago

*Resident Student.

Schmidtt, Dorothy	First Primary	Chicago
Schmitt, Dorothy	First Senior	Chicago
Schuck, Lillian	Commercial	Chicago
Schutt, Estelle	Art	Chicago
Schweitzer, Eugenia	Fourth Primary	Chicago
Scionti, Yole	Third Intermediate	Chicago
Seeberger, Josephine	Second Intermediate	Chicago
Senft, Dorothy	Third Primary	Chicago
Shanley, Helen	Fourth Primary	Chicago
Shannan, Mary	First Intermediate	Chicago
Sharp, Irene	Third Primary	Chicago
Shea, Ethel	Second Senior	Chicago
Sherman, Edith	Fourth Senior	Chicago
Shields, Marciana	First Senior	Chicago
Siegel, Doris	Fourth Primary	Chicago
Siegel, Elaine	Fourth Primary	Chicago
Siler, Florence	Fourth Intermediate	Chicago
Silver, Elsie	Second Intermediate	Chicago
Smakal, Mary A	College	Chicago
Smith, Harriet	Fourth Primary	Chicago
Sorby, Victoria	Second Intermediate	Chicago
Stafford, Irene	Second Senior	Chicago
Stamm, Ruth	Second Senior	Chicago
Stanton, Lillian	First Senior	Chicago
*Stearns, Mona	Third Intermediate	Los Angeles, Cal.
Steel, Louise	First Senior	Chicago
Steel, Dorothy	First Senior	Chicago
*Storing, Lillian	Commercial	Chicago
*Strauss, Helen	First Senior	Chicago
*Stretton, Louise	Second Intermediate	Chicago
Strickland, Dorothy	First Senior	Chicago
Sullivan, Catherine	Third Senior	Chicago
Sullivan, Niceta	Third Senior	Chicago
Sullivan, Mary	Fourth Senior	Chicago
Sutton, Emily	First Senior	Chicago
Sweeney, Eileen	First Senior	Chicago
Temple, Helen	Commercial	Chicago
*Tennes, Ruth	First Senior	Chicago
*Thomas, Beatrice	First Senior	Quebec, Can.
Tierney, Myrtle	Second Primary	Chicago
Tompkins, Hazel	Commercial	Chicago
Toomey, Cecelia	Second Senior	Chicago
Townsend, Helen	First Primary	Chicago
Traylor, Kathryn	Fourth Primary	Chicago
*Trembacz, Mary	College	Chicago
Trevett, Ruth	Art	Chicago
*Troy, Mae G	College	DeWitt, Iowa
Tully, Julia	Commercial	Chicago
Tully, Eleanor	Commercial	Chicago
Tyler, Frances	First Primary	Chicago
Vail, Lucille	Fourth Senior	Chicago
Van Amber, Mignonne	First Senior	Chicago
Vandenburg, Hazel	First Senior	Chicago
Van Wagner, Marion	First Senior	Chicago
Van Wagner, Jeanette	Fourth Senior	Chicago
*Vogel, Eleanor	First Senior	Chicago

*Resident Student.

Wade, Winifred	Second Intermediate	Chicago
*Wade, Marie	Second Intermediate	Chicago
Wade, Virginis	Second Senior	Chicago
Walker, Suzanne	Commercial	Chicago
Wallace, Mary	Second Senior	Chicago
Walsh, Catherine	Art	Chicago
Walsh, Blanche	First Senior	Chicago
Walsh, Mary	Third Senior	Chicago
Ward, Rhoda Mae	Art	Chicago
Ward, Winifred	Second Senior	Chicago
Watson, Dorothea	Fourth Primary	Chicago
Weiner, Julia	Fourth Senior	Chicago
*Werthemier, Yvonne	Fourth Intermediate	San Francisco, Cal.
Whinnery, Viola	Vocal	Chicago
White, Eleanor	First Senior	Chicago
Wild, Mary Elizabeth	First Intermediate	Chicago
*Wiley, Jean	First Primary	Chicago
Wilkie, Julia	Vocal	Chicago
Williams, Adele	First Primary	Chicago
Wilson, Ruth	Second Intermediate	Chicago
*Wilson, Lenore	Fourth Intermediate	Chicago
Wimp, Mildred	Second Senior	Chicago
Woessner, Jeannette	College	Chicago
Wolfe, Marie	Third Senior	Chicago
Wolfe, Grayce	Fourth Senior	Chicago
Wolfe, Lillian	Fourth Senior	Chicago
Wood, Pamela	Fourth Primary	Chicago
Zahringer, Jeannette	College	Chicago
*Zimmerer, Adelaide	Second Intermediate	Chicago
Zingleman, Elva	Third Primary	Chicago

*Resident Student.

THE ALUMNAE ASSOCIATION

In grateful recognition of the blessings of Catholic education the graduates of the Academy organized the St. Xavier Alumnae Association October 29, 1887. Today the Alumnae Association numbers over six hundred members with representatives in all professions.

THE OFFICERS OF THE ALUMNAE ARE:

President.....Miss Rose Costello
Vice-President.....Miss Elizabeth Harper
Corresponding Secretary.....Miss Mary Ryan
Recording Secretary.....Mrs. Ethel Guthmann
Treasurer.....Miss Hazel Burke

A registry of the names of the Alumnae is kept by the Academy and all are requested to keep the Secretary informed of their addresses.

The St. Xavier Alumnae Association is a charter member of the International Federation of Catholic Alumnae, organized in November, 1914, and was officially represented at the Conventions of the Federation by Mrs. F. D. White: New York, 1914; Mrs. Chas. D. Bryne: Chicago, 1915; Miss Edith Zahringer: Baltimore, 1916; Miss Rose Costello: St. Louis, 1919.

ARCHBISHOP MUNDELEIN'S MESSAGE TO THE ALUMNAE

In response to an invitation to be present at the 1916 meeting of the Alumnae Association, His Grace Archbishop Mundelein sent the following message:

ARCHDIOCESE OF CHICAGO
Chancery Office
740 Cass Street
Chicago, Ill., October 2, 1916.

Miss Edith Zahringer, 5130 Ellis Avenue, Chicago, Ill.

My Dear Miss Zahringer:

I beg to acknowledge herewith the receipt of your very kind letter of the 27th ult., in which you convey to me an invitation to be present at the Annual Meeting of the St. Xavier's Alumnae Association which takes place on the 28th of this month. I have looked up my list of engagements and I find that it will be impossible for me to be present on that occasion, as I have two ceremonies on that day.

I would suggest that the Alumnae have at hand an opportunity of being a force in the Catholic life of the City by helping along the new College of the Sisters of Mercy that I am so anxious that they should start on the South Side. As we have such an excellent school system, besides that a number of splendid high schools, it is my desire that there be two Catholic day colleges for women, conducted by our Sisters in two different parts of the city; that both institutions be such that will come up in every respect to the highest possible grade, and to accomplish this there is probably no one more interested than are the former pupils of the Sisters themselves.

With every good wish for the future of your organization and sending to all of the members thereof my blessing, I beg to remain,

Sincerely yours in Christ,
✠G. W. MUNDELEIN,
Archbishop.

As a result of this letter it was proposed that each of the graduating classes beginning with that of 1877 should be responsible for raising a thousand dollars before the Diamond Jubilee of the institution, which will occur in 1921. The movement was taken up enthusiastically by the members. The following classes are on the Roll of Honor:

Class of 1915 through the special efforts of Mrs. Frances Byrne-O'Donnell; Miss Lillian Larkin, and Miss Viola Merriman.

Classes of 1884 and 1917 in united endeavor.

Class of 1916 through the special efforts of the Misses Gail Mahoney and Helen Collins.

Class of 1912 through the special efforts of Miss Catherine Byrne.

Class of 1900 represented by two loyal members.

Class of 1918. Class of 1919.

SCHOLARSHIPS

A number of academic and collegiate scholarships have been established. Selection of the candidates is by competitive examination.

Academic

These scholarships cover the cost of tuition at the Academy for the full course of four years. Scholarship students must elect four years of Latin.

The Academic Scholarships are open to graduates of the following Grammar Schools: All Saints, Holy Angels, Saint Anne's, Saint Cecilia's Saint Joachim's Saint Mary's of the Lake and Saint Rose's.

Collegiate

Scholarships covering four years of tuition in the College will be awarded to graduates of the following High Schools: Saint Elizabeth's, Saint Gabriel's, Saint Ita's, Saint James' and Saint Patrick's, South Chicago.

The "Mater Misericordiae Scholarship" is open to an Alumna of the St. Xavier Academy.

GIFTS

For Which the Faculty Makes Grateful Acknowledgment

To the Library

Mr. and Mrs. Ross	**50 volumes**
Mrs. Ellen Dore Reynolds	**35 volumes**
Mrs. William Burns	**38 volumes**
Miss Minnie Cowan	**150 volumes**

To the Museum

Mr. and Mrs. Ross	**A collection of curios**
Mrs. Charles Furst	**Two engravings**

IN MEMORIAM

On July 30, 1919, the pure soul of Mother Mary Scholastica returned joyfully to its Maker. Fully conscious, she responded to the final summons, "Veni, sponsa, coronaberis," as calmly and as courageously as she answered the call to religious life more than seventy years before.

Our yearly Catalogue would be very incomplete without some appreciation of the life and character of one who, for three score years and ten, was intimately identified with St. Xavier's Academy.

When Mother Mary Scholastica was taken from us in her eighty-ninth year, she was marvelously like the sweet young girl of eighteen, who in 1849 sought admittance into the Order of Mercy. Her character, unusual in its strength and vigor, yet winning in its sweetness and charm, had been formed early. It had but ripened and deepened with the years. She was invariably kind, invariably courteous.

The memory of Mother Mary Scholastica is one on which we love to linger. In early girlhood she gave up all to follow the Master's call, and never was there rapine in the holocaust. To all she appeared the embodiment of the Rule, so faithful was she in the observance of its smallest detail.

With the death of Mother Mary Scholastica, almost the last tie with the early history of the Order in Chicago is broken. Entering as she did May 13, 1849, her life was almost coextensive with that of the Order in this city, to which the Sisters of Mercy had come September 24, 1846. Born in Galena, Ill., she was the first native of Illinois to enter this convent, which was the first permanent religious foundation in the state. The studio over which she presided at old St. Xavier's was the first art studio opened in Chicago.

From 1867 to 1873 Mother Mary Scholastica, as Superior, wisely administered the affairs of St. Xavier's. After the terrible fire of 1871, she built Mercy Hospital and the new Convent at Twenty-ninth street and Wabash avenue.

For forty years she held various important offices in the community, yet never did she lose her charming, child-like simplicity; never did she allow business to quench her ever youthful enthusiasm for learning. She was, in the words which Right Reverend Monsignor Riordan spoke over her dear remains, "a most faithful servant of God. She was a woman of prayer, a woman of great supernatural and natural virtues. As her prayers have brought down blessings, so her memory will be an inspiration to the members of her community." May her soul rest in peace.

Sister Mary Aloysius McNally, born in Dublin, May 3, 1851, died October 12, 1918. In her sudden death St. Xavier's mourns a devoted member. She was well known and loved by all the girls who attended St. Xavier's during the past forty-six years. As supervisor of the practice, and Mistress of the Study Hall, she came in contact with all the students, from minim to senior. Of all she made friends. She will be long remembered for the Grotto of Our Lady of Lourdes, which she was instrumental in having erected in the Academy Grounds. May she rest in peace.

ROSSLYN ANNEX

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CORPORATE TITLES

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of Chicago, Illinois

The Saint Francis Xavier College for Women,
Chicago, Illinois

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UNIVERSITY OF ILLINOIS
OCT 6 1919
Administrative Library

CALENDAR

*COLLEGIATE DEPARTMENT

1919

Monday, September Twenty-ninth	Entrance Examinations
Tuesday, September Thirtieth	Registration of Students
Wednesday, October First	Autumn Quarter Begins
Thursday, November Twenty-seventh	Thanksgiving Day
Thursday, December Eighteenth	Quarterly Examinations
Friday, December Nineteenth	
Saturday, December Twentieth	Christmas Vacation Begins

1920

Monday, January Fifth	Winter Quarter Begins
Wednesday, March Twenty-fourth	Quarterly Examinations
Thursday, March Twenty-fifth	
Friday, April First	Spring Quarter Begins
Monday, March Twenty-ninth	Spiritual Retreat for the Students
Thursday, April First	Easter Vacation
Tuesday, April Sixth	Spring Quarter Begins
Thursday, May First	College Day
Monday, June Fourteenth	Quarterly Examinations
Tuesday, June Fifteenth	
Friday, June Eighteenth	Spring Quarter Ends

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*Academic Department opens Tuesday, September Eight. Consult the Saint Xavier College Bulletin for further information.

THE FACULTY

DEPARTMENT OF ARTS, LITERATURE AND SCIENCE

REVEREND J. D. O'NEIL, A. M., S. T. D.

Professor of Apologetics.

REVEREND WILLIAM O'SHEA

Professor of Scriptures.
A. B., St. Ignatius College, Loyola University.

DOCTOR MICHAEL McGUIRE

Professor of Biology.
A. B., Royal and National University, Dublin, 1909.
B. Ch., Royal and National University, Dublin, 1910.
M. D., Royal and National University, Dublin, 1911.

MADAME H. SORBY

Instructor in French.
Lycee de Havre, 1896.

MISS LUCILE McCLUSKEY

Instructor in Physics and Chemistry.
B. S., University of Chicago, 1918.

MOTHER MARY IRMA

Dean of Saint Francis Xavier College.
A. B., Catholic University of America, Washington, D. C., 1912.
A. M., Catholic University of America, Washington, D. C., 1913.

SISTER MARY LOYOLA

Professor of English Language and Literature.
Ph. B., University of Chicago, 1915.
A. M., University of Chicago, 1917.

SISTER MARY ANGÈLE

Professor of Philosophy and Education.
Chicago Normal College, 1897.
A. B., Catholic University of America, 1917.
A. M., Catholic University of America, 1918.

SISTER MARY CELESTE

Professor of History and Sociology.
Ph. B., University of Chicago, 1918.

THE FACULTY—Continued

SISTER MARY CAMILLUS

Director of Physics and Chemistry.
A. B., Catholic University of America, 1912.
Ludwig-Maximilian Universität, München, 1913-1914.
A. M., University of Chicago, 1918.

SISTER MARY LOUIS

Professor of Romance Languages.
Ph. B., University of Chicago, 1919.

DEPARTMENT OF DRAWING AND PAINTING

SISTER MARY PAUL

Director of Drawing and Painting.
Julien Academy, Paris, 1900.
Graduate of Church School of Applied Art, 1916.

DEPARTMENT OF MUSIC

SISTER MARY LUCILLE

Director of Piano and Harmony.
B. Mus., Chicago Musical College, 1912.
M. Mus. Chicago Musical College, 1916.
D. Mus. Chicago Musical College, 1919.

SISTER MARY AMATA

Director of Pipe Organ.
B. Mus., American Conservatory, Chicago, 1918.

SISTER MARY OF THE SACRED HEART

Director of Vocal Music.
Instructor in Piano.
B. Mus., American Conservatory, Chicago, 1919.

DEPARTMENT OF EXPRESSION

SISTER MARY JANE

Instructor in Expression.
B. of O., Chicago Musical College, 1916.

DEPARTMENT OF PHYSICAL CULTURE

DOCTOR ALFRED de ROULET

Director of Physical Development.
B. S., Fairmount College.
M. S., Loyola University.
M. D., St. Louis University.

HISTORY

1846

Just two years after the erection of Chicago's first public schoolhouse on Madison street, between Dearborn and State, five Sisters of Mercy from Pittsburgh opened a school in the rear of the Cathedral at Wabash avenue and Madison street.

1847

The Rt. Rev. Bishop Quarter, D. D., erected a three-story brick building next to St. Mary's Church at Wabash avenue and Madison street. This building was known as St. Xavier's Academy and in a short time there were sixteen Sisters and two hundred pupils. By its charter, dated February 27, 1847, the academy was granted all the rights and privileges of the first institutions of the country.

1854

A new academy, known as St. Agatha's, was opened at Calumet avenue and Twenty-sixth street.

1863

St. Agatha's Academy was merged into the St. Xavier Academy.

1871

The Great Fire destroyed the buildings of the Academy.

1873

The new St. Francis Xavier Academy at Wabash avenue and Twenty-ninth street was opened.

1887

The Alumnae Association was organized.

1901

The Academy was moved to the magnificent new building at Cottage Grove avenue and Forty-ninth street, erected at a cost of $300,000.

1912

On March 25th the St. Francis Xavier College was empowered to grant degrees.

1918

Affiliation with the Catholic University of America, Washington, D. C.

THE SAINT FRANCIS XAVIER COLLEGE FOR WOMEN

(Incorporated Under the Laws of Illinois. Affiliated with the Catholic University of America, Washington, D. C.)

GENERAL STATEMENT

This announcement is designed for post-graduate students and for candidates for the degrees Bachelor of Arts, Bachelor of Philosophy, Bachelor of Music, and Bachelor of Oratory. Other students should consult the current Bulletin of the Saint Xavier College which may be had from the Directress of the Academy. It contains full information with regard to scholarships, prizes, tuition fees, student organizations, academic courses, the Alumnae Association, equipment, and all other matters of interest to students or their guardians.

In opening a college, the Sisters of Mercy have acted in response to an urgent demand for a Catholic institution for young women who desire to pursue advanced study permeated by Catholic principles and shaped in accordance with the Catholic ideals. There is an urgent need of such an institution in Chicago, but in order that the work of the Sisters may be carried on successfully, funds are required. State-aided and richly endowed colleges in our city and state receive generous assistance in their work for higher education and hesitate not to ask it. The Saint Francis Xavier College feels that generous friends are not lacking and that a mention of the needs of the institution will be received with kindness. Those who would share with the Sisters in the great enterprise for higher education of women may do so most effectively by rendering material aid for the continuance and development of the work.

REQUIREMENTS FOR ADMISSION

Students will be admitted to the Freshman Class of the College either by examination or by certificate of any High School or Academy under the auspices of the Catholic Church; of any Public High School of Chicago. Students received on certificate are regarded as upon probation during the first year and are dropped if a deficiency be demonstrated. Fifteen units of work are required for admittance, a unit meaning the equivalent of five recitations a week in one branch of study for a school year. The fifteen units must include three units of English, two units of a foreign language, two units of mathematics, two units of science, two units of history and five electives.

Candidates for admission to first year work in College, not presenting the required certificate, will be examined.

Any entrance deficiency may be made good in the Academic Department, but such work does not give College credit.

A candidate who offers credits from another College must present a certificate of honorable dismissal from such institution. She must also submit an official statement showing the subjects upon which she was admitted and the courses completed by her. Claims for advanced standing, in order to receive recognition, must be made by the student within the quarter after entrance.

UNCLASSED STUDENTS

Opportunity is given in the College for the admission of persons who desire to pursue some special line of work without following a prescribed course or becoming candidates for a degree.

ENDOWMENT

The college has no endowment other than the salary of its faculty and tuition fees.

TERMS

Matriculation, payable on first entrance		$ 5.00
Board, laundry	three quarters	350.00
Private rooms	three quarters	$50.00 to 100.00
Tuition	three quarters	100.00
Library fee	three quarters	1.00
Luncheon	three quarters	60.00

PRIVATE LESSONS

Harp, violin, organ	three quarters	$80.00
Piano	three quarters	60.00
Use of instrument	three quarters	20.00
Vocal	three quarters	60.00
Harmony	three quarters	60.00

THE UNIT OF TIME AND THE UNIT OF WORK

The College year is divided into four quarters—summer, autumn, winter and spring. The summer quarter is exclusively for teaching members of religious communities. Classes meeting four or five days a week for a quarter are major courses (Mj.). A course meeting twice a week for a quarter is called a minor (M.) Students may enter at the beginning of any quarter.

REQUIREMENTS FOR DEGREES

Thirty-eight Majors are required for the degree of A. B. and Ph. B. The selection of the required Majors must have the approval of the Dean.

For the degree, Bachelor of Music, students must have completed a High School Course, or its equivalent; they shall have obtained a Teacher Certificate, and Graduation Diploma from the Music Department of the Saint Xavier College. In addition to the major study of voice, piano, violin, organ, etc., the following subjects are required: counterpoint, canon and fugue, composition.

EXAMINATION IN COURSE

At the close of each quarter, and after stated examinations, the several Instructors present to the Dean a list of all students in course, classifying them according to their work, with markings: A, Excellent; B, Good; C, Fair; D, Poor; E, Conditioned; or F, Failure.

THE LIBRARY

The library contains carefully selected reference books and important publications on scientific subjects. It numbers fourteen thousand volumes. Students have access to the Chicago Public Library, 803,948 volumes; the John Crerar Library, 367,000 volumes, and the Newberry Library, 354,000 volumes.

RELIGION

APOLOGETICS

(Two hours a week for one quarter)

1. Christianity and the non-Christian religions. Necessity of some religion. Necessity, possibility, discernibility of Revelation. M. Autumn. (Not offered in 1919-1920.)
2. The True Church; its constitution, its credentials. Rule of Faith. Nature of God; Unity and Trinity of God; Creation; Fall of Man and its consequences. M. Winter. (Not offered in 1919-1920.)
3. The Incarnation; Redemption; Exposition of the Mysteries; Discussion of Heresies. Life, privileges and prerogatives of the Mother of God; Mary's Place in the work of Redemption, in the Church, and in the Lives of the Faithful. M. Autumn.

SCRIPTURE

(Two hours a week for one quarter)

4. Introduction to the study of Scripture. General introduction to the Old Testament. Number and Classification of Books. Language of the Old Testament; linguistic changes. M.

5. The Analysis of the Pentateuch; Exodus. Rise and Fall of Jewish Monarchy. Special study of individual books. M.
6. The New Testament.—History of the formation of Canon, Language, Contents, Divisions of the New Testament. Special Study of Gospels. Early History of Church as outlined in Acts of the Apostles and in Epistles.

CHURCH HISTORY

(Two hours a week for one quarter)

7. History of the Church from its foundation to 313 A. D.—Missionary activity of the Apostles and their successors; relations of Church and State persecutions; Christian liturgy, doctrinal controversies, ecclesiastical organization; Christian discipline and morals. M. Autumn. (Not offered in 1919-1920.)
8. History of the Church from 313 A. D. to the restoration of the Western Empire (800 A. D.). M. Winter. (Not offered in 1919-1920.)
9. The Church from Charlemagne (800 A. D.) to the death of Boniface VIII (1303). M. Spring. (Not offered in 1919-1920.)
10. The Church from 1303 to the beginning of the Protestant Reformation. M.
11. The Church from the Protestant Reformation to the French Revolution. M.
12. The Church from the French Revolution to the Present Time. M.

PHILOSOPHY

1. Logic.—An elementary course which studies concepts and terms; their logical import, their various kinds. Judgments and propositions; their import and classification. Definition and division. Inferences. Syllogisms; their rules, application to selections. Fallacies incident to formal reasoning. Five hours a week throughout one quarter. Mj. Autumn.
2. Psychology.—An elementary course which covers the definition, scope, and methods of psychology; the classification of the mental faculties; the senses; imagination, memory; judgment; reasoning; volition; emotion; relation of soul and body; the nature, origin, and destiny of the soul. Five hours a week throughout one quarter. Mj. Winter.
3. Genetic Psychology.—Nature and scope of Genetic Psychology; its relation to General Psychology; its practical applications. Mj. (Not offered in 1919-1920.)

4. Historical Introduction to Ethics.—A study of the history of moral theories. Mj. (Not offered in 1919-1920.)
5. Introduction to Philosophy.—Nature, scope, and principles of Philosophy, divisions and methods. Problems of Philosophy; its relation to science, art, literature, religion. Mj. Autumn.
6. History of Philosophy.—Ancient and Mediaeval Philosophy. Mj. Winter.
7. History of Philosophy.—Modern and Contemporary Philosophy. Modern Philosophical systems; present-day tendencies. Mj. Spring.

EDUCATION

(Four hours a week for one quarter)

1. Philosophy of Education.—Education as adjustment. Education for economic efficiency. Education for individual culture. Mj. Autumn. (Not offered in 1919-1920.)
2. Psychology of Education.—The Scope of Educational Psychology; its Relationship to pure psychology; the mental processes and psychological laws upon which the theory and practice of education should be based. Mj. Spring. (Not offered in 1919-1920.)
3. History of Education.—Ancient and Mediaeval. Sketch of pre-Christian systems of education in China, India, Persia, Egypt, Israel, Greece, Rome. Christian education in the Patristic and Scholastic eras. Mj.
4. History of Education.—Modern. Renaissance period. Work of the Religious Orders. Development of modern systems. Influence of European schools upon American institutions. The growth of education in the United States. Mj.
5. Methods of Teaching Religion.—Historical outline of the subject; Christ's manner of teaching; the principles applied by the Church; recent development of method. Mj. Autumn. (Not offered in 1919-1920.)
6. Methods of Teaching French. (See French 13.) Mj. Autumn.
7. Educational Psychology.—An elementary course intended for beginning teachers or those who have not made a careful study of psychology in relation to education. The course is complete in itself and forms the basis of the more advanced courses. Mj. Autumn. (Not offered in 1919-1920.)
8. History of Modern Elementary Education.—This course is designed to serve the interests of teachers in the elementary schools. An attempt is made to show the relation between social conditions, educational theory and school practice in the modern era. Text-book, Parker's History of Modern Elementary Education. Mj. Winter.

9. Methods.—The principles underlying the teaching process will be carefully considered. Mj. Spring.
10. Methods of Teaching American History.—(See History.) Mj.

ENGLISH

I. RHETORIC AND ENGLISH COMPOSITION

Junior College Courses

(Five hours a week for one quarter)

1. Introductory College Course.—A practical training in the art of writing; Rhetoric and English Composition. Short daily themes. (Required of Freshman.) Mj. Autumn.
2. English Composition.—Study of the principles of description, narration, exposition, and argumentation. Daily and weekly themes, oral and written. Special attention to individual needs of student. (Required of Sophomores.) Mj. Winter.

Senior College Courses

(Four hours a week for one quarter)

4. English Composition.—The course will take up narrative and expository writing, particularly the short story. The writing of short and long themes will be required. Modern examples of the types of literature dealt with will be studied. Mj.

II. ENGLISH LITERATURE

Junior College Courses

(Five hours a week for one quarter)

5. An Introduction to English Literature.—Historical development of English literature from the thirteenth to the twentieth century. Study of literary forms, prose style and versification. Lectures, reports, recitations, term papers. Mj. Winter.
6. Shakspere.—The reading and interpretations of representative plays. Mj.
7. An Introduction to American Literature.— General survey of American literature. Rapid reading from minor poets, essayists. The development of the novel and short story in the United States. Mj. (Not offered in 1919-1920.)

Senior College Courses

(Four hours a week for one quarter)

8. The Drama in England from 1500 to 1600.—A study of the forms of the drama in England at the beginning of the Renaissance; of the influences which shaped the Elizabethan drama; and of the history of the Drama in that period. Mj. Spring.
9. Shakspere.—The plays in sequence. Mj. (Offered in 1917-1918 and alternate years.)
10. Shakspere.—The tragedies. Mj. (Offered in 1917-1918 and alternate years.)
11. Shakspere.—The comedies. Mj. (Offered in 1917-1918 and alternate years.)
12. Browning and Tennyson. Mj.
13. The Mediaeval Drama. The origins and the development of the mediaeval religious drama. Mj. (Not offered in 1919-1920.)
14. English Prose Fiction.—An outline course dealing with the development of the novel; careful reading of representative works of prose fiction; extensive collateral reading. Mj. Autumn.
15. English Literature, 1557-1599. Mj.
16. English Literature, 1599-1660. Mj.
17. English Literature, 1660-1744. Mj.
18. English Literature, 1744-1798. Mj.
19. English Literature, 1798-1832. Mj.
20. Studies in Romanticism in English Literature. Mj.
21. The Shakespere Apocrypha. Mj.
22. Pre-Raphaelitism in English Literature. Mj.
23. The Bibliography and Methods of English Literary History. Mj.
24. The Mediaeval Revival in the Eighteenth Century. Mj.

III. OLD AND MIDDLE ENGLISH

25. Introduction to Celtic Literature.—The course is designed to lay the foundation for investigations in the relations of Celtic literature to mediaeval Romance, the Romantic movement during the eighteenth century and the so-called modern Celtic Renaissance. Mj.
26. Old English (beginning course).—The prose in Bright's Anglo-Saxon Reader, and elementary grammar. Mj.
27. Old English: Poetry.—The poems in Bright's Reader, and the first thousand lines of Beowulf. The study of meter and characteristics of Old English Poetry. Mj.
28. Old English: "Beowulf."—Reading of the text and examination of some of the problems connected with the poem. Mj.

29. Old English: "Cynewulf."—Rapid reading from poems, and study of problems. (Not offered in 1918-1919.)
30. Chaucer: "The Canterbury Tales." An introductory course for students who have had no training in Middle English. Mj.
31. The History of the English Language.—A general survey of the development of the English language; its relations to other languages; the chief periods; the development of forms, sounds, and meanings; foreign influences. Mj. Winter.
32. Early Middle English: Emerson's Middle English Reader.—Special attention will be given to the grammatical development of the language. Mj.
33. Middle English: Special Course.—Study of a single work; linguistic and textuál problems, sources, literary relationships, authorship, etc. The Debate Between the Body and the Soul. Mj.
34. Middle English Alliterative Poetry Exclusive of "Piers the Plowman." Mj.

GREEK

Seven majors of Greek are required of candidates for the degree of A. B.

1. Elementary Greek.—Presuppose no previous study of the language. Five hours a week throughout a quarter. Mj. Autumn.
2. Xenophon: Anabasis; Book I and selections from Books II and III. Five hours a week throughout a quarter. Mj. Winter.
3. Xenophon: Books IV, V, VI, and selections from Book VII. Five hours a week throughout a quarter. Mj. Spring.
4. Homer: Iliad.—Introductory course; literary study of the Epic.
5. Plato: Apology and Crito; prose composition. Five hours a week throughout a quarter. Mj.
6. Homer: Odyssey, Books V-XII, prose composition. Five hours a week throughout a quarter. Mj.
7. Introduction to Greek Tragedy. Sophocles' Antigone and Euripides' Medea; collateral reading on the history of Greek tragedy and theater. Five hours a week throughout a quarter. Mj.
8. Greek Composition.—The exercises consist of easy narrative passages, and are intended mainly to give some training in syntax, word-order, and the use of particles. Mj.

LATIN

Courses 1A and 1B are offered for those who begin the study of Latin in College. Students who have credit for two years of Secondary School Latin will commence with Course 2A; those with credit for four years of Latin will commence with Course 4A. Courses 4A, 4B, 5 and 6 are required of all candidates for the degree of A. B.

1A. Elementary Latin. Five hours a week throughout one quarter. Mj.

1B. Caesar.—Books II, III and IV of Caesar's De Bello Gallico; review of syntax. Five hours a week throughout one quarter. Mj.

2A. Cicero.—Four orations against Cataline. Five hours a week throughout one quarter. Mj.

2B. Cicero.—Pro Lege Manlia and Pro Archia. Study of Cicero's literary style; prose composition. Five hours a week throughout one quarter. Mj.

3A. Virgil: Aeneid.—Books I-II; study of prosody and word-derivation. Five hours a week throughout one quarter. Mj.

3B. Virgil: Aeneid.—Books III-VI. Five hours a week throughout a quarter. Mj.

3A. Cicero: De Senectute. The essay is read with studies and exercises based on the text. Two hours a week for one quarter. Mj.

4B. Terence: Phormio. The play is studied with regard to composition, presentation, vocabulary and metrical treatment. An outline study of the beginnings of the Roman drama. Two hours a week for one quarter. M.

5. Livy: Books I, XXI, XXII. Selections, with accompanying studies in literary style and syntax, and exercises in prose composition based on the text. Two hours a week for one quarter. Mj.

6. Horace: Odes and Epodes. This course includes: commentary upon details, syntactical, historical, illustrative; analysis of thought and general interpretation, and study of metrical form. Five hours a week for one quarter. Mj.

7. Horace: "Epistles." Such selections will be read from the Odes, the Satires, and the Ars Poetica as will best supplement the Epistles in presenting Horace's character and views of life. Mj.

8. Ovid: Selections from the "Epistulae," "Amores," "Fasti," "Metamorphoses," and "Tristia."—The object of the course is to make a general study of the life and works of Ovid and of his place in Roman literature. Mj.

9. Tacitus: The "Dialogus," "Agricola," and "Germania." Mj.

10. Terence.—Detailed study of the Andria and Adelphoe; rapid reading of the other plays. The characteristics of early Latin—forms, syntax, versification: the relation of Terence to his Greek originals. Mj.

11. Virgil: "Eclogues"; Later pastoral poetry.—Detailed study of the Eclogues of Virgil; rapid reading from the pastoral poetry of the Early Empire; the development of the pastoral down to the Renaissance. Mj.

12. Virgil: "Aeneid," Books VII-XII.—A rapid reading course with a topical study of several great themes connected with the Aeneid. Mj.

13. Seneca: "Tragedies."—Three or four of the tragedies will be studied in detail, with special reference to Seneca's style and dramatic art. The remaining tragedies will be read rapidly, with a study of their philosophical content and a comparison with the corresponding Greek dramas on the same themes. M.

14. Church Latin.—The authors read will be Tertullian, St. Jerome, St. Ambrose, and St. Augustine. Especial attention will be paid to the syntax and style of Church Latin and the influence of Classical Latin upon it. Mj.

15. Latin Hymns: Text, Analecta Hymnica.—A study of the intellectual and moral tendencies of the centuries following the decay of pagan literature and of the development of later Latin on the side of vocabulary, syntax and general style. Mj.

16. Teachers' Training Course in Virgil.—This course will cover the first six books of the Aeneid from the point of view of the actual needs of the high-school teacher of Virgil: first, in respect to the acquisition of material, and, secondly, in respect to presenting the material to class. M.

17. Introduction on Latin Paleography.—A brief sketch of the history of the science will be accompanied by the study of fac-similes, for the acquisition of facility in reading and dating Latin manuscripts. The importance of the science for the understanding of a critical text and for weighing the evidence of the manuscripts will be illustrated by reconstructing from fac-similes portions of Latin texts, and providing them with the necessary critical apparatus. Mj.

FRENCH

Students who offer no entrance units in French will begin with Course 1. Those who receive credit for one unit on admission will begin with Course 4. Those who receive credit for two units will begin with Course 7.

Junior College Courses

(Five hours a week for one quarter)

1. Elementary French. Fraser and Squair, Shorter Course, 25 lessons; Le premier livre de Meras; daily oral and written lessons; practical phonetics and writing from dictation. Mj. Autumn, Mme. Sorby.

2. Elementary French (continued). Fraser and Squair, lessons 26-45; Castarede, The French Verb; le deuxieme livre de Meras. Daily oral and written exercises. Halevy-L'Abbé Constantin. Labiche and Martin, le Voyage de M. Perrichon. Mj. Winter, Mme. Sorby.

3. Intermediate French. Fraser and Squair, Shorter Course, from lesson 46, and review; special study of irregular verbs. Simple free compositions, oral and written. Merimée, Colomba; Anatole France,

le Livre de mon Ami; Mme. Sorby, Manuel d'un Voyage en France; Bazin Les Oberlé. Mj. Spring, Mme. Sorby.

4. Intermediate French (continued). Olmsted, Elementary French Grammar, 23 lessons; Koren, French Composition. Sand, La Mare au Diable; Daudet selected stories; Sandeau, Mademoiselle de la Seiglière. Exercises in speaking and writing French. Mj. Autumn, Mme. Sorby.

5. Advanced French. Olmsted, Elementary French Grammar, from lesson 24; Composition based on readings. Hugo, Poems, Hernani; Marchand's French Idioms. Conducted largely in French. Mj. Winter, Mme. Sorby.

6. Advanced French. Class and collateral reading of about 500 pages from three or more of the following texts: Rostand's, l'Aiglon, La Princesse Lointaine, and Cyrano de Bergerac; Musset, Trois comédies; Balzac, Eugénie Grandet or Les Cinq Scènes. Mj. Spring, Mme. Sorby.

Senior College Courses

(Four hours a week for one quarter)

7. Exercices Oraux.—Oral composition based on texts illustrating French life, manners, and ideas. Recitation of passages in prose and verse. Study of diction and intonation with exercises on phonograph and dictaphone. Mj. Autumn.

8. Cours de style.—Principes generaux, exercices pratiques de composition Française. Mj. Winter.

9. Théâtre de Molière.—Study of Molière's plays and of their social setting. Mj. Spring.

10. Théâtre choisi de Corneille et de Racine. Study of the character and form of the classic drama. Representative plays with illustrative collateral reading. Mj.

11. Les Moralistes au XVIIe siecle.—A study of the philosophical, social and educational ideas in the seventeenth century, based upon selected readings of La Bruyère, La Fontaine, and Fénelon. Mj.

12. La Comédie au XIXe siècle.—Comédie de moeurs: Scribe, Augier, Pailleron; comédie à thèse: Becque, Hervieu, Brieux.—Studies in theme and technique. Mj.

13. Survey of French Literature.—A general survey of French literary activity from 1600 to 1850, with emphasis on the drama and novel. Mj.

14. Methods of Teaching French.—Methods of instruction in phonetics, grammar, reading and literary interpretation as applied to teaching elementary and advanced French. Visits to Chicago High School classes in French; reports on assigned topics; supervised teaching. Mj. Autumn.

15. Le Classicisme.—Discussion of the significant literary works of Corneille, Racine, Molière, Boileau, Bossuet, Pascal, Descartes, Préciosité. Special attention will be given to the drama. Lectures in French. Mj. (Not given in 1918-1919.)

16. La Réaction contre le classicisme.—Etudes des Salons et des Encyclopedists; Lesage, Marivaux, Montesquieu, and Voltaire. Lectures in French. Collateral readings. Mj. (Not given in 1918-1919.)

17. Le Mouvement romantique.—Origin and development of romanticism in French Literature based on works of Rosseau, Mme. de Staël, Chateaubriand, de Sant Pierre, and Voltaire Lectures and collateral readings. Mj. Winter.

18. L'Avenement du romantisme.—A study of Romanticism; reading of selected works of Chenier, Lamartine, Vigny, Musset and Hugo. Mj. Spring.

19. French Literature from Marot to Montaigne.—History of literary ideas during the French Renaissance, as seen in Rabelais, Calvin, Marguerite d'Angoulême, and Montaigne. Darmesteter-Hatzfeld, le Seizieme Siecle en France. Mj. Autumn.

20. Practical Phonetics.—A study of formal and informal modern spoken French. The sounds and their production, the stress-group, intonation of the spoken phrase. Use of phonograph in preparation. Exercises on the various types of prose and poetry. Mj. Winter.

21. Old French.—This course is designed to give some historical knowledge of French. Old French is also an indispensable language for research in the modern literatures. A reading knowledge of modern French is necessary, and some knowledge of German and Latin is desirable. Texts: La Chanson de Roland; Aucassin et Nicolette; Erec et Enide Yvain; Le Vair Palefroi. Mj.

22. Modern French Linguistics.—(1) General Phonetics, a study of the sounds in modern spoken French and English, with some attention to German, Italian, and Spanish. The works of Jespersen, Viëtor, Sweet, and Passy. (2) History of the French Language, an outline following Nyrop, Grammaire historique de la langue francaise, Vol. 1, with Brunot, Histoire de la langue francaise. Mj.

SPANISH

Junior College Courses

(Five hours a week for one quarter)

1. Elementary Spanish.—The elements of grammar. Special attention to training in pronunciation. The regular verb, and common irregular verb. Coester's Spanish Grammar, Part I; Roessler and Remy, A First Spanish Reader, about 100 pages. Mj. Autumn.

2. Elementary Spanish (continued).—Grammar and exercise in composition; colloquial drill daily. Mj. Winter.

3. Intermediate Spanish.—Composition and conversation based on Umphrey, Parts II, III, and IV. Reading of about 250 pages from three to four texts. This course is designed to give the student a practical command of Spanish as a medium of expression. Mj. Spring.
4. Intermediate Spanish (continued).—Selections from Gil Blas, Don Quixote, and other masterpieces. Mj.
5. Modern Spanish Dramas and Novels: careful reading of about 450 pages of modern Spanish prose and verse; writing of abstracts of assigned reading. Mj.
6. Spanish Classics.—The life and works of Cervantes. Selected chapters from Don Quixote. Mj.
7. Spanish Prose Composition.—This course is designed to give the student a practical command of Spanish as a medium of expression. Commercial forms of composition as well as those forms used in literature.
8. Spanish drama before Lope de Vega.—Early liturgical drama in Spain. Special study of Auto de los Reyes Magos.

ITALIAN

Junior College Courses

(Five hours a week for one quarter)

1. Elementary Italian.—Grandgent, Italian Grammar; Wilkins, Notes on Italian Grammar; Wilkins and Altrocchi, Italian Short Stories. Special attention is given to training in pronunciation. Practice in identifying forms and constructions, in translation, and in reading the text in Italian. Mj. Autumn.
2. Elementary Italian (continued).—Grammar review and daily work in composition. Manzoni, I promessi sposi; Goldoni, La locandiera. Mj. Winter.
3. Intermediate Italian.—Contemporary Italian prose: Marinoni, Italian Reader; Farina, Fra le corde di un contrabasso. Oral and written composition. Mj. Spring.
4. Advanced Italian.—Modern Italian poetry: a study of the life and works of Leopardi; the ideas and condition of Italy in the early nineteenth century as reflected in the life and works of Carducci. Mj.

Senior College Courses

(Four hours a week for one quarter)

5. Dante: The Predecessors of Dante and the Vita Nuova.—This course deals with the history and literature of Italy in the thirteenth

century, and in particular with the life and early writings of Dante. It is designed to serve as an introduction to the study of the Divina Commedia. Mj.

6. Dante: The Divina Commedia.—The Inferno and the first nine cantos of the Purgatorio are read. Mj.
7. Dante: The Divina Commedia (continued).—The Purgatorio is completed; the Paradiso. Mj.
8. Il Dolce Stil Nuovo.—The poets of the 13th century, with special attention to Guido Guinizelli and Guido Cavalcanti. Mj.
9. Petrarch.—Reading and interpretation of the Sonetti e Canzoni. Mj.
10. Petrarch.—The Canzoniere (ed. Carducci and Ferrari), the Trionfi, and the Secretum (trans. Develay). Petrarch as Humanist. His influence in the early Renaissance. Mj.

GERMAN

The elementary and intermediate courses are offered for those students who have had no previous training in German. Students who have credit for two units of German in the High School will begin with course 4, Elementary Prose Composition; in some cases such a student may be transferred to German 5, Modern Prose Readings. Those who receive credit for 4 units will begin with Course 8, Aufsätze und Stilübungen.

Junior College Courses

(Five hours a week for one quarter)

1. Elementary German.—The elements of grammar. Dictation. Mj.
2. Elementary German (continued).—Review of the essentials of German grammar; syntax; readings; composition. Classes conducted in German. Mj.
3. Intermediate German.—Reading of easy modern prose. The text read in class will serve as the drill-ground for grammar. About two hundred pages of literature in the form of easy stories and plays will be assigned for private reading. Mj.
4. Elementary Prose Composition.—Review of Grammar and Syntax. Composition work based on the reading of Wildenbruch's, Das edle Blut. Mj.
5. Modern Prose Readings.—Stories by Storm, Wildenbruch, and Heyse. Mj.
6. Modern German Dramas.—Freytag's Die Journalisten, Ernst's Flachsmann als Erzieher. Mj.
7. The Classical Drama.—Reading and interpretation of selected dramas of Lessing, Goethe and Schiller. Mj.

Senior College Courses

(Four hours a week for one quarter)

8. Deutsche Aufsätze und Stilübungen.—Daily short themes; weekly long theme. Mj.
9. Outline History of German Literature from the Earliest Times to 1500. Mj.
10. Outline History of German Literature from 1500-1781. Mj.
11. Introduction to Lessing.—A study of Lessing's life and works. Mj.
12. Introduction to Goethe.—A study of Goethe's life and works Mj.
13. Introduction to Schiller.—A study of Schiller's life and works. Mj.
14. The German Short Story.—A history of its development; study of short story masterpieces. Mj.
15. Kleist and Grillparzer.—Intensive study of their masterpieces. Mj. (Not offered in 1919-1920.)
16. A Study of Modern German Dramas and Dramatists. Mj. (Not offered in 1919-1920.)

HOME ECONOMICS

The courses in Home Economics are intended to meet the needs of those students who desire a general knowledge of the subject matter or who wish to make a detailed study of Home Economics in its relation to the arts and sciences which are of fundamental importance in the management of the home. (Only the Freshman work is offered during 1919-1920.)

Freshman Year

Home Economics .....3 Majors
English I .....1 Major
English V .....1 Major
Chemistry .....3 Majors
Modern Language .....3 Majors

1. Cooking.—(A) Instruction in the composition and dietetic value of food materials. Each food principle is illustrated by the preparation of simple dishes. The object of the course is to teach general principles, with their application in the cooking of all kinds of food. M. Autumn.
2. Cooking.—(B) A continuation of 1 (A). M. Winter.
3. Cookery.—The preparation of more complicated dishes in family quantities. M. Spring.
4. Clothing.—This course includes practice in the use of the sewing machine and its attachments; the making of fundamental stitches; the drafting and use of patterns; hand and machine sewing applied to simple garments; darning, patching, and simple embroidery. A

study of laces, embroideries, and white wash fabrics. Laboratory work entirely. Mj.

5. Art and Design.—The study of balance, rhythm, and harmony; creative exercises for realizing these principles; study of historic ornament, and of old and modern artists, as illustrating the principles; the theory of color. M.

PUBLIC SCHOOL MUSIC

This course of study is outlined to meet the requirements of the law of the state of Illinois. Other states make the same requirements.

First Year

Sight Singing and Ear Training	1	Major
Rudiments and Elementary Harmony	1	Major
History of Music	1	Major
Methods of Teaching	1	Major
Piano (one-half hour lesson and three hours practice a week)	1½	Majors
Vocal (one-half hour lesson and three hours practice a week)	1½	Majors
English I	1	Major
Spanish, French, Italian or German	3	Majors
Psychology	1	Major

Second Year

Methods of Teaching	1	Major
Practice Teaching with Children	1	Major
History of Education	2	Majors
Psychology of Education	1	Major
Harmony	1	Major
Piano (one-half hour lesson and three hours practice a week)	1½	Majors
Vocal (one-half hour lesson and three hours practice a week)	1½	Majors
Spanish, French, Italian or German (continued)	3	Majors

Visiting schools for observation and attendance at a specified number of Chicago Symphony Concerts are required.

HISTORY

Junior College Courses

(Five hours a week for one quarter)

1. European History: The Mediaeval Period, 376-1300. The invasion and settlement of the barbarians; the revival of the empire; the growth of the papacy, and the struggle between those two; Mohammed and his religion; the Crusades; the rise of nationalities; Mediaeval institutions; the rise of universities. Mj. Autumn.
2. European History: The Later Mediaeval and Early Modern Period, 1300-17-5. The Renaissance; the Reformation; religious wars; the

struggle for constitutional liberty in England; the ascendency of France; England's colonial supremacy. Emphasis will be placed upon underlying principles and upon causes and effects. Mj. Winter.

3. European History: The Later Modern Period, 1715-1900. Attention is devoted to the following topics: the rise of Prussia; the Seven Years' War; the expansion of England; the era of the French Revolution and Napoleon. Following this the course will treat the political reconstruction of Europe in 1815; the creation of united Italy and the loss of the temporal power of the Pope; the rise of Japan; the relations between Russia, Turkey and the Balkan States. Mj. Spring.

Senior College Courses

(Four hours a week for one quarter)

4. The History of Greece. A brief study of the development of the political, social and economic life of the Greek people from the earliest age down to the empire of Alexander. Mj.
5. The Dark Ages, 180 A. D. to 814 A. D. The imperial monarchy; the reforms of Diocletian and Constantine; the rise of the Christian Church and the Papacy; the barbaric migrations to the formation of th Romano-Frankish Empire. Mj.
6. Europe During the Renaissance (1250-1500). A survey of the period of the Renaissance in Europe. Mj.
7. Europe During the Reformation (1517-1648). The causes, events, and results of the Reformation in Europe. Mj.
8. The French Revolution and the Era of Napoleon. The decay of the French monarchy; Louis XVI; attempts at reform; the calling of the States-General; the Republic; Napoleon Bonaparte. Mj.
9. Expansion of Europe in the Nineteenth Century. The colonial and commercial expansion of Europe in the Eastern hemisphere, with particular reference to the problems of colonial and world-politics in the Near and Far East. Mj.
10. American Social and Industrial History, 1750-1830. Mj.
11. American History (A). Colonial Period, 1607-1783. Colonization and colonial institutions; the American Revolution. Mj.
12. American History (B). The Formation and Growth of the Nation, 1783-1829. Mj.
13. History of the United States: Sectional Conflict and National Development, 1829-1918. Mj.
14. Teachers' Course in American History. The teaching of history in the upper grades of the elementary schools. The efforts of geographical environment upon industrial and social life. Mj.

ECONOMICS

1. Elementary Economics. An introductory course in economics. Mj.
2. Industrial History of England. Mj.
3. Industrial History of the United States. (See History, 10).

SOCIOLOGY

1. Introduction to Sociology. The course is designed to give an introduction to theoretical and practical sociology and to systematize the reading, observation and thinking of advanced students. Mj.
2. The History of Social Reform. An attempt to relate the social experiments of the past with the present. Mj.
3. The Ethics of Sociology. An exhibit of the meaning of sociological analysis for positive ethics. Mj.

PUBLIC SPEAKING

1. Public Speaking.—This course is designed to train students to gather, select, arrange and present material. The class is regarded as an audience and the pupil presents short original speeches with the view of instructing, arousing, convincing, persuading and entertaining them. Mj. Autumn.
2. Interpretation of the printed page.—The course trains the student to discover the contents of the printed page. Accuracy of observation and care in analysis are the principal objects to be attained. Mj. Winter.
3. Vocal Interpretation of Poetry.—The purpose of the course is to show what poetry is, and to train the student in rendering it orally. The student's appreciation of the literature discussed is constantly tested through her vocal expression. Mj. Spring.

MATHEMATICS

1. Plane Trigonometry.—Theory and practice in the solution of triangles by natural functions and logarithms; problems in heights and distance; polar co-ordinates and graphs of polar functions; the study of functions by means of graphs. Mj. Autumn.
2. College Algebra.—Algebraic reductions; theory of indices; equations of the first degree and determinants; quadratic equations, complex numbers, and theory of equation. (Prerequisites: One year and a half of high school algebra, and plane geometry). Mj. Winter.
3. Analytic Geometry.—Co-ordinate axes; the straight line; conics; transformation of axes; original loci problems. (Prerequisites: Solid geometry, college algebra, and plane trigonometry). Mj. Spring.

4. Differential Calculus.—Differentiation of algebraic, logarithmic and trignometric functions; differential coefficients; maxinma and minima of variables with applications. Five hours a week throughout one quarter. Mj. Autumn.

5. Integral Calculus.—Methods of integration, multiple integrals, integration applied to plane areas and volumes. Five hours a week throughout one quarter. Mj. Winter.

BIOLOGY

(Laboratory Fee for each Major is $5.00).

1. Elementary Zoölogy.—Lectures and laboratory work constituting in introduction to the general principles and concepts of Zoölogy. Mj. Winter.

2. Elementary Botany.—A general introduction to Botany. Mj. Autumn.

3. Animal Biology.—Structure, Development, and Evolution of Animal Life. An exhaustive study of a representative animal is made. Mj. Winter.

4. Plant Biology.—The Nature and Development of Plants. Laboratory and field work. Mj. Autumn.

5. Invertebrate Zoölogy.—Study of representatives of the lower invertebrate groups, including the anatomy of the adult and the life-history, together with some discussion of the habits and distribution.

6. Comparative Anatomy of Vertebrates.—A study of selected vertebrate types. Recitations, lectures and laboratory work. Mj. Spring.

PHYSICS

1. Elementary Physics.—A first course in the elements of Physics for students who do not present entrance Physics. Laboratory fee, $5.00. Mj. Autumn.

2. Elementary Physics (continued).—Electricity, sound and light. Laboratory fee, $5.00. Mj. Winter.

3. General Survey of Physical Science.—A lecture demonstration course in which familiar physical phenomena are presented and discussed. Mj. Spring.

4. Mechanics.—A general college course in mechanics presented mainly from the experimental point of view. Laboratory fee, $5.00. Mj. Autumn. (Not offered during 1919-1920).

CHEMISTRY

(Laboratory Fee for Each Major is $5.00)

1. General Chemistry.—Inorganic I. Classroom, 6 hours a week; laboratory, 12 hours a week. Mj. Autumn.
2. General Chemistry.—Inorganic II. Continuation of course 1, but may be entered by those having credit for admission Chemistry. Classroom, 6 hours a week; laboratory, 12 hours a week. Mj. Winter.
3. Qualitative Analysis I (including course).—Classroom, 2 hours a week; laboratory, 8 hours a week. Mj. Spring.
4. Qualitative Analysis II (combination of course 3).—Classroom, 1 hour a week; laboratory, 8 hours a week. Mj. Autumn.
5. Quantitative Analysis.—Chiefly laboratory work in gravimetric and volumetric analysis. Lecture, 1 hour; laboratory, 8 hours a week. Mj. Winter.
6. Elementary Organic Chemistry.—Classroom, 3 hours a week; laboratory, 6 hours a week. Mj. Spring.

PHYSICAL DEVELOPMENT

In this course close attention is paid to the needs of each student, and all exercises are directed toward the correction of physical defects and the symmetric development of an alert, healthy and well poised body. In addition to the work in the gymnasuim, croquet grounds, basket ball and tennis courts and the bowling alleys furnish opportunity for both indoor and outdoor sports. Instruction is also given in dancing: National, Classical and Aesthetic. (Required of all students).

THE HISTORY OF ART

1. Introduction to the History of Art.—A survey of the masterpieces of architecture, sculpture and painting illustrated by prints, studies, and visits to galleries and museums. Mj.
2. The Renaissance Period in Painting.—The art of the fifteenth and sixteenth centuries in Italy is studied in relation to its intellectual and social environment. Mj.
3. American Art from the Revolutionary Period to the Present. Mj.
4. The Great Landscapists.—Rousseau, Claude Lorraine, Constable, Turner, Barbizon School, Hudson River School, Inness. Mj.

SCHOOL OF EXPRESSION

The School of Expression offers to its students the highest advantages for a thorough course of training in expression (elocution), phys-

ical culture and allied branches of study. The students appear often in recitals and thus acquire the power of self-expression and of feeling at ease before an audience. Each student at these recitals is given special criticism of a discriminative and constructive character.

COURSE OF STUDY

Preparatory Year

Philosophy of Expression.
Technical training of the voice.
Physical training.
Principles of Reading.
Practice and Recitation.
Dramatic studies.
Story telling.
Recitals.

Second Year

Mastery of fundamentals.
Vocal technique.
Pantomime.
Dramatic training.
Interpreted forms of literature and drama.
Abridgement and adoption of stories and plays for platform use.
Impersonation.
Extemporeanous speaking.
Recitals.

Graduation Diploma Course

This course is systematically arranged to meet the needs of those who intend to specialize as teachers and professional readers.

Advanced voice training.
Methods of teaching vocal expression.
Pageantry and Festivals.
Study of the Drama.
Presentation of Plays.
Required programs for presentation.
Recitals.

Post-Graduation Course

A special course in the higher branches is prescribed. Students completing the work receive the Post-Graduation diploma and the degree Bachelor of Oratory.

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